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EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR RECRUITMENT, TRAINING, PLACEMENT AND FOLLOWUP OF REJECTED ARMED FORCES VOLUNTEERS IN BALTIMORE, MARYLAND AND WASHINGTON, D.C. FINAL REPORT.

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The national problem resulting from the inability of large numbers of youth to meet educational requirements for military enlistment was described in the 1966 report (see VT 005 531). Part I of this report contains an analysis of the efforts of the National Committee for Children and Youth (NCCY) to help this youthful population in Baltimore, Maryland, and Washington, D.C., since July 1966, and a summary of the procedure involved in effecting a transfer of this experiemental and demonstration project under NCCY auspices to local Youth Opportunity Centers. Although provision was made for 1,000 youths, only 765 were served at a cost of $193,000, compared to 1,259 youths served the previous contract year. Part II is a compendium of the training and consultative services offered by NCCY, during the year beginning June 1, 1966, in a project to train selected staff members from five Youth Opportunity Centers in Chicago, St. Louis, San Antonio, Los Angeles, and Rochester to enable them to return to their own cities to establish experimental and demonstration programs for training and placing youth who failed to meet minimum requirements for military service. Comprehensive program descriptions and evaluations and detailed characteristics of the target population are included. (ET)

NCCY YOUTH SERVICES PROJECT
FINAL REPORT

to
The Office of Manpower Policy,
Evaluation and Research,
United States Department of Labor

by

THE NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

ED 022037
VT 005530

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PART ONE

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FINAL REPORT

July 1, 1966 to June 30, 1967

Experimental and Demonstration Manpower Project
for
Recruitment, Training, Placement and Followup
of
Rejected Armed Forces Volunteers
in
Baltimore, Maryland and Washington, D. C.

The United States Department of Labor, Washington, D.C.
Office of Manpower Policy, Evaluation and Research.

Contract 82-09-66-106

between

The Secretary of Labor

and

The National Committee for Children and Youth
1145 - 19th Street, N.W.
Washington, D. C. 20036

Contract Title: Coordination of Related Services, Individual
Planning for, and Followup of Rejected
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Baltimore and Washington, D. C.

This report on a special manpower project was prepared under a contract with the Office of Manpower Policy, Evaluation and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under the Government sponsorship are encouraged to express their own judgement freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

Preface

Because this statement comes at the beginning of this report on the Youth Services Project it is termed a "preface," but it might more appropriately be called a valedictory. With this report the National Committee for Children and Youth ends three years of experimentation and demonstration in a concentrated effort to help young men, rejected on the basis of a written test as volunteers for the military services, to qualify for enlistment or to take advantage of various community programs to fit them for employment.

The National Committee for Children and Youth had two major purposes in developing this program: first, to provide services to help the young men to realize their own goals and second, if the project proved successful, to find a continuing agency which could provide these services as a part of their ongoing program.

It is with great satisfaction that we can report that both of these objectives have been realized. This final report presents ample evidence of the young men who have found and developed their innate abilities through the Youth Services Project. We are also pleased that the Bureau of Employment Security of the U. S. Department of Labor has already assigned staffs in five cities, in addition to Washington and Baltimore, to carry on the Youth Services Project techniques as part of the programs of the Youth Opportunity Centers (See PART II--B.E.S. Report). We are confident that the program will continue to expand under YOC leadership so that young men throughout the nation will never again find rejection by the military services a dead-end street.

In this report we have attempted to describe the methodology and procedures that have been successful in working with the young men in the program. However, there is one vitally important ingredient that is not spelled out, but which must be read between the lines--a dedicated, able, and tireless staff. Unfortunately there is no simple formula by which such a staff can be recruited, but the key to NCCY's success was in the talented, creative and inspiring woman who served as project director throughout the life of the project, Mrs. Rita S. Valeo.

With Mrs. Valeo heading the project it was relatively easy to attract other outstanding professional staff members. William G. Sykes, who served capably as administrator of the Baltimore project under both the first and second contracts, has done an exceptional job as the training coordinator in the current program. The administrator for the Washington project from 1964-1966, Leon Leiberg, became the project director for Project Challenge, NCCY's program for training, placement and followup of youthful offenders. In both of these demanding assignments, Mr. Leiberg provided imaginative and dynamic leadership. With both the previous project administrators holding new positions it became necessary to select others for this responsible assignment. Rayford J. Myers and Wendell Wright took over in Washington and Baltimore respectively. Both had served as senior counselors during the 1965-1966 contract and had already demonstrated the depth of understanding and skill in administration necessary for this sensitive position.

These were the top administrators, but equally important to a successful program were the counselors, the job developers, the youth aides and the secretarial and other supporting staff. Every member of the staff carried his or her full measure of the load. Together they made a perfect team.

An Army recruiting sergeant once said to one of the staff, "Wait until you see these lads after they've been in the Army. They'll look four inches taller." Those of us who have had the privilege of participating in the Youth Services Project feel "four inches taller" too.

Mrs. Isabella J. Jones, director
National Committee for Children and Youth

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Abstract and Summary

In this third contract between the National Committee for Children and Youth and the Office of Manpower Policy, Evaluation and Research, the plan was to provide training and/or placement for youth rejected by reason of their low ratings on the written tests of the Armed Forces in both Baltimore and Washington, D. C. An added dimension, because of the success of the first two contracts and the interest of the Manpower Administration, was to have the National Committee for Children and Youth work jointly with the Bureau of Employment Security and Youth Opportunity Centers staffs from seven cities. The cities chosen were Los Angeles, Chicago, St. Louis, Rochester, San Antonio, Baltimore and Washington, D. C. The plan was that the NCCY staffs working on the experimental and demonstration program in Baltimore, Maryland and Washington, D. C. would train the YOC staffs from the other cities as well as phase out the program at the end of the contract to the Youth Opportunity Centers in Baltimore and Washington, D. C. (For Training Report see PART TWO p. 139). The NCCY staff in turn would provide consultative services after each city became operational. It was believed that such a plan of completion of the demonstration and an absoption of services by the ongoing agency would assure continuous services for the particular population of youth to be served. It would also enable the ongoing agency to profit from the techniques learned during the experimental and demonstration phase. The following is a summary of the objectives of the program, the results and the recommendations.

IDENTIFICATION AND OFFERING OF SERVICES

EXPERIMENTAL AND DEMONSTRATION FEATURE: Documentation and exploration of the use of military recruiting stations as a source for identifying and offering services to educationally deprived youths in need of a broad range of remedial and supportive services.

CHARACTERISTICS OF THE YOUTHS: Of the youths referred to the program, approximately 85 percent were Negro, had attended public schools in Washington or Baltimore and were between seventeen and nineteen years of age. Over 60 percent were unemployed and 40 percent reported previous adult or juvenile law violations. More than 60 percent of the youths came from families of five or more children and 88 percent were school dropouts.

RESULTS: The use of military recruiting stations as a source for identifying and offering services to educationally deprived youths has been clearly documented. At followup, 22 percent of the youths were in the Armed Forces (18 percent in the second contract). Ten percent were in regular school and 8 percent were in other training. As in the second contract, 5 percent entered the Job Corps. More than 36 percent were employed at followup, while 9 percent were not gainfully occupied. This is below the 15 percent of the same category for the second contract. Approximately 2 percent were incarcerated and 7 percent of the youths could not be located at followup. A group of these had received services from the program prior to the last followup visit.

FINDINGS AND RECOMMENDATIONS:

- The old conflict between actively reaching out to the client and requiring the client to come in and ask for help can be effectively compromised by placing the source of help in proximity to the needy client, for example, locating offices as near as possible to the Armed Forces Recruiting Stations.

- The proximity of source of help to the needy client, coupled with a strong outreach program is very effective.

- First contact is all important. The intake process should be clear, precise and specific with a minimum amount of concern with extraneous data. It should be informal and counselors must always be available to the youths as the agency develops holding power only through immediate and effective services.

- When an applicant who comes in seeking help does not seem suited for the particular program, the staff must be committed to helping the applicant locate an appropriate resource within the community best suited to meet his needs. This necessitates the establishment of effective community services.

EXPLORATION OF INTERAGENCY COOPERATION

EXPERIMENTAL AND DEMONSTRATION FEATURE: Continued exploration in the area of interagency cooperation and planning for the identifiable segment of the population which had not begun to attain its potential in terms of social and economic contributions to the community.

RESULT: The use of broadly represented advisory committees in each city resulted in better services for the experimental and demonstration program plus other services between the agencies in the community.

HIGHLIGHT: The statistics concerning unemployment, law violations, school status, achievement and living conditions clearly demonstrated the existing need for services.

CONCLUSION: This need has not yet been met completely and better coordination between cooperating community agencies could prevent duplication of services, and could identify the need for new services and alternatives through the sharing of ideas and experiences.

FINDINGS AND RECOMMENDATIONS:

- Interfederal liaison staff should be assigned in urban centers to coordinate federal manpower programs.

- Permanent ongoing agencies in the communities should be involved in services and training with all experimental and demonstration programs in their respective communities.

- Support should be given by the experimental and demonstration program staff to the youth-serving agencies in the community in their efforts to expand or improve existing services or create new services.

- Through the process of counseling, negative attitudes held by the youths in the program toward the youth-serving agencies in the community can be changed.

- Systematic interagency meetings should be set up to evaluate techniques used by each agency and to make recommendations and plans for change as related to the population of youth being served.

- Formation of an advisory committee made up of representatives of the public and private youth-serving agencies in the community helps to promote cooperative working relationships.

- Copies of monthly or bimonthly reports of the experimental and demonstration program should be distributed to youth-serving agencies in the community urging them to make suggestions as to how the program might improve its effectiveness.

EXPERIMENTATION WITH SHORT-TERM TRAINING PROGRAMS

EXPERIMENTAL AND DEMONSTRATION FEATURE: Experimentation with short-term training programs designed primarily to help youth qualify for military service.

HIGHLIGHT: The most significant characteristic was the inadequate educational preparation of the youths (88 percent of the sample were school dropouts). The youths most frequently stated that they dropped out of school because they lost interest, because of economic problems or because they failed to adjust. The dropout rate in Baltimore peaked at age sixteen (47.7 percent) and the D. C. rate reached its highest level at age seventeen (37.3 percent).

RESULT: For a multiplicity of reasons, the youths of the target population had a specialized need in the areas of remediation and education which required extraordinary attention. While the program was designed for youths who wished to qualify for military service, it also served to upgrade the qualifications of youths who were aiming for a variety of other goals.

FINDINGS AND RECOMMENDATIONS:

- When possible, a specific training objective should be identified with suitable alternatives for those trainees who fail to obtain their primary goal.
- When a need can be clearly documented, established agencies with experience and competence can be persuaded to make training resources available to persons in need of help.
- While training allowances are important in some instances, experience has shown that youths in the target population will avail themselves of and effectively use training opportunities whether or not they receive financial subsidies.
- Supportive programs such as counseling, home visiting, recreational and social outlets and field trips are imperative if the level of interest in training is to remain consistently high.
- Physical location and the training environment are important and must be considered with other factors in designing training plans.
- The need for specialized training materials designed to meet the basic educational needs of the youths who had terminated their formal school experience must be recognized. The inability to locate effective materials made it necessary for the project staff to develop such materials.
- Flexibility is a key concept in training. Review and evaluation of the programs must be continuous.
- Agencies offering training of various kinds should be encouraged to make referrals to each other if the kind of training offered by another agency seems more appropriate for a particular youth.
- A return to regular school programs was a practical and workable resource for many of the youths. Some of these youths were anxious to return to school and only needed the project staff's encouragement and assistance with the process of re-enrollment.
- While new techniques and approaches to training and education are extremely useful and must be tried, it must be recognized that some

trainees can profit from basic, traditional training methods and if such methods are effective, untried and experimental methodology need not be introduced merely for the purpose of being "new and different."

- Plans, techniques and approaches of training programs which have been particularly successful with a specific target population should be circulated and publicized by the funding agency among contractors and other public and private agencies serving similar populations throughout the country.

PROBLEMS INVOLVED IN TRANSFERRING AN EXPERIMENTAL AND DEMONSTRATION PROGRAM

EXPERIMENTAL AND DEMONSTRATION FEATURE: Identification and clarification of procedures, policies and problems involved in transferring an experimental and demonstration program (jointly sponsored under private and public auspices) to an ongoing public agency where the project is to become institutionalized and will no longer be experimental and demonstration in nature.

RESULT: The National Committee for Children and Youth transferred its experimental and demonstration program to an ongoing public agency.

CONCLUSION: An experimental and demonstration program can be successfully transferred to an ongoing public agency where the services are to become institutionalized.

FINDINGS AND RECOMMENDATIONS:

- At least six months before the permanent agency is to take over the program, the agency staff should be planning the operation in cooperation with the project staff and other agencies that will be involved, i.e., the recruiting services.

- Staffs of the ongoing agency should be trained with the staff during the experimental and demonstration phase.

- It should not be necessary for the ongoing agency to put off planning for this operation until they receive their money for the program. Waiting until they are sure the money is appropriated means that the planning must be done in a hurried fashion which results in a less than effective transition.

- The director of the agency should designate the staff member to do the planning and give him both the responsibility and authority to do an effective job.

- Where possible, staff from the experimental and demonstration program should become a part of the staff of the ongoing agency. This would effect continuity for both the program and the population being served.

- The job development component of the program has to be tailored to meet the needs of the population. This means a revamping or additions to the job development operation.

- Flexibility of personnel who will carry on the techniques learned through the experimental and demonstration phase is essential to the effectiveness of the program.

- The program which is transferred to the ongoing agency should be kept separate so that it does not lose its identity in the maze of other services.

- Communication between the various management levels should be expedited so that services to the population are not hampered.

- The concept of "reaching out" and providing immediate services must be recognized by the ongoing agency.

REHABILITATION OF YOUTHS WITH ANTISOCIAL BEHAVIOR

EXPERIMENTAL AND DEMONSTRATION FEATURE: A beginning documentation of the conviction that most youths with recorded histories of antisocial and illegal behavior could, if given the proper support and opportunity, become productive citizens and assets to society.

RESULT: Forty percent of the youths reported adult or juvenile law violations at intake. Between intake and followup, 5.4 percent had committed law violations.

CONCLUSION: Despite the obvious difficulties in providing assistance to these youths, followup indicated that a fair amount of success was achieved with this group.

FINDINGS AND RECOMMENDATIONS:

- Of the total sample, more than half of the offenses were against property. Approximately 14 percent of the offenses were against persons. The balance included such offenses as truancy, runaways, beyond parental control, etc.

- It seems clear from this sample that probation is a widely used disposition among juvenile offenders.

- The productivity ratio of the sample group was only slightly below that of the general population which the project served.

- This survey indicated that youths with records of offenses can be helped if agencies serving them have confidence in the youths and if they exert every effort to find meaningful training and placements for them.

USE OF NONPROFESSIONAL, INDIGENOUS PERSONNEL

EXPERIMENTAL AND DEMONSTRATION FEATURE: Enhancement of the growing body of knowledge about the use of nonprofessional, indigenous personnel through continued experimentation with the use of such personnel on the project staff.

RESULT: During three contracts the use of nonprofessionals in the program has proved to be highly successful.

CONCLUSION: Nonprofessional staff members could be effectively utilized in similar programs and especially in those programs which have outreach functions.

FINDINGS AND RECOMMENDATIONS:

- Nonprofessional staff members very often relate quickly and well to the target population.

Introduction

THE PURPOSE AND THE PROBLEM

The national problem which has resulted from the inability of large numbers of youths to meet educational requirements for military enlistment has been defined in depth in the 1965 and 1966 reports of the National Committee for Children and Youth to the United States Department of Labor. This report contains an analysis of the efforts of NCCY to help this youthful population since July 1966, and a summary of the procedure involved in effecting a transfer of this experimental and demonstration project under NCCY auspices to local Youth Opportunity Centers under the sponsorship of the Bureau of Employment Security of the United States Department of Labor. The problem has involved the maintenance of services for rejected armed forces volunteers while--at the same time--effecting liaison and coordination with local, state, regional and national Employment Security officials in terms of a transfer of function and services.

This report will emphasize the direct service function; however, the special report which was submitted to the U. S. Labor Department concerning efforts to transfer the service from NCCY to the YOC's in Baltimore and Washington is included in the Appendix (pp. 103). PART II of this report is the training report which summarizes the NCCY responsibility for training and offering continuous consultation to YOC staffs from five selected cities which would be establishing volunteer military rejectee projects in their own areas. While this function was not funded under the contract covered in PART I of this report, the two programs are inseparable and there will be intermittent references to the training function.

DIRECT SERVICE

The problem, in terms of the direct service function of the project, was to: 1) identify volunteer military rejectees; 2) ascertain the extent to which these youths needed assistance and the kind of assistance needed; 3) assist the youths in exploring various alternatives (military coach classes, vocational training, returning to school, job placement, etc.); and 4) to help the youths to sustain themselves while in training, in school, or on the job. In order to offer this kind of comprehensive service a multifaceted program was developed which will be fully described in subsequent sections of this report.

EXPERIMENTAL AND DEMONSTRATION FEATURES

The purpose of this project has been to evaluate the feasibility and practicality of the following experimental and demonstration objectives:

- a further documentation and exploration of the use of military recruiting stations as a source for identifying and offering service to educationally deprived youth in need of the assistance of an agency offering a broad range of remedial and supportive services;

- further experimentation with short-term training programs designed primarily to help these youths qualify for military service;

- continued exploration in the area of interagency cooperation and planning for this identifiable segment of the population which has not begun to attain its potential in terms of social and economic contributions to the community;

- a beginning documentation of the conviction that most youths with recorded histories of antisocial and illegal behavior could, if given the proper support and opportunity, become productive citizens and social assets to society;
- enhancement of the growing body of knowledge about the use of subprofessional, indigenous personnel through continued experimentation with the use of such personnel on the project staff;
- identification and clarification of procedures, policies and problems involved in transferring an experimental and demonstration program (jointly sponsored under private and public auspices) to an ongoing public agency where the project is to become institutionalized and will no longer be experimental and demonstration in nature.

These experimental and demonstration objectives have, for the most part, been dealt with in previous NCCY reports. The material in this report will expand upon previous conclusions, add to the existing data and, where appropriate, present new material not previously discussed.

THE INVESTMENT

Provision was made in the contract with the Office of Manpower Policy, Evaluation and Research to serve a total of one thousand youths. However, the total intake for this contract year was 765 (355 in Washington, 415 in Baltimore), compared to 1259 for the previous contract year. This was largely due to the lowering of the standards for enlistment by the services.

The budgetary requirement projected for this contract was $292,000. The total cost incurred at the completion date was $193,000, representing a cost of $252 per trainee, as compared to $187 for the previous year. The increase in cost per capita was primarily the result of more extensive services and longer training periods required for these youths, all of whom were of substantially lower academic skills than the average of those served during the previous contract.

Section I

Highlights

THE INTAKE PROCESS

At the time of preparation of this report the intake data were processed for 650 youths--300 in the District of Columbia and 350 in Baltimore. Followup data were completed on 600 youths--300 in the District of Columbia and 300 in Baltimore.

- Eighty-four percent of the youths referred to the program were Negro.
- Eighty-five percent were between seventeen and nineteen years of age.
- Seventy-six percent had lived in Washington or Baltimore for ten years or more.
- Eighty-seven percent were single and had no dependents.
- Thirty-three percent lived with both parents.
- More than 60 percent of the youths came from families of five or more children.
- The most significant characteristic as in the second contract was the inadequate educational preparation of the youth.
- School dropouts represented about 88 percent of the sample.
- The youths most frequently stated that they dropped out of school because they lost interest, because of economic problems; that is, they either had to support themselves or help to support their families or they left school because they failed to adjust.
- Eighty-six percent had attended public schools in Baltimore and Washington.
- Approximately 12 percent had attended public schools from another area (usually southern and Appalachian regions).
- Eight percent were high school graduates.
- The concentration of youths in terms of the highest grade completed fell between grades eight and ten.
- The Baltimore youths' dropout rate peaked at sixteen (47.7 percent) and the D. C. rate reached its highest level at age seventeen (37.3 percent).
- Forty percent reported previous adult or juvenile law violations.
- The highest percentage of youths referred were from the Army (70.6 percent) and the second highest number of referrals were from the

Navy (11.5 percent) with fewer referrals from the other branches of the Armed Forces.

- More than 60 percent of the youths were unemployed at intake.

THE FOLLOWUP PROCESS

Of the 600 youths from whom followup data had been compiled, results of the last followup visit were as follows:

- Twenty-two percent of the youths were in the Armed Forces (18 percent in the second contract).
- Approximately 5 percent entered Job Corps (same as second contract).
- Ten percent were in regular school.
- Eight percent were in other training.
- More than 36 percent were employed at followup.
- Nine percent were not gainfully occupied. (15 percent in second contract).
- Approximately 2 percent were incarcerated (same as second contract). Forty percent had reported law violations at intake.
- Approximately 7 percent could not be located. A number of these had received services from the program prior to the last followup visit.

Section II

Findings and Recommendations

Three years of experience with young men who volunteered and failed the written tests to qualify for the Armed Forces have been completed by the staffs in Baltimore, Maryland and Washington, D.C. Through these three years the staffs have developed recommendations which were included in the previous final reports. In writing this third final report, it has been found that many of the previous recommendations are still valid and therefore are included with the new recommendations.

PROJECT PLANNING

- Organizations writing proposals for funding of contracts must realize that an investment of staff time and often of money must be made that cannot be reimbursed by the funding agency.
- Funding agencies should include a provision for reimbursement of costs of initial planning so that contracts will go into operation effectively.
- In order to adequately present a proposal, all services in the community must be approached to determine which existing services will be useful to the target population and which services will have to be developed by the experimental and demonstration program.
- Funding agencies should establish a policy of either approving or disapproving project proposals within 45 days from the date the proposal is formally submitted unless the requesting agency specifically asks for an extension.
- Where more than one Federal agency is involved in an experimental and demonstration contract, a liaison person should be designated by the funding agencies to coordinate the requirements of each agency as related to the contract.
- A sample of the target population should be interviewed by those writing proposals in order to determine what services will best meet the needs of the population.
- The practice by OMPER of allowing some flexibility and deviation from the original proposal after the program is set up should be continued.
- The D/L-D/HEW form MT-101, "Characteristics of Trainees," should be used for youth enrolled in Manpower Training Programs; and a more appropriate form should be developed for use in standard experimental and demonstration programs to better present the other services offered.
- Practical means for effective transition from demonstration to permanent programs should be included in experimental and demonstration contracts.

- A provision should be included in the contract for a skeleton staff for a two- to three-month period after the experimental and demonstration program is completed for the purpose of writing the final report and to act as consultants to the agency taking over the program.

- A joint "clearinghouse" should be set up by the Office of Manpower Policy, Evaluation and Research and the Office of Education that would include curriculum materials, forms and techniques useful to new and ongoing programs.

- A system of dissemination should be set up to provide this information to experimental and demonstration programs.

RECRUITMENT TECHNIQUES

Experience has led us to the following findings and conclusions:

- Location of the project offices in the recruiting stations or in the immediate vicinity results in very few of the referrals becoming lost in transit.

- Attitudinal factors such as motivation, sincerity and desire to participate must be considered in recruiting and screening participants even though some programs must, by nature of their objective, be somewhat exclusive. The over-zealous use of artificial screening devices (sophisticated tests, police records, areas of residence, school grade completed, etc.) may result in the exclusion of that segment of the population which is in most need of help.

- The old conflict between actively reaching out to the client and requiring the client to come in and ask for help can be effectively compromised by placing the source of help in proximity to the needy client, for example, locating offices as near as possible to the Armed Forces Recruiting Stations.

- The staff of experimental and demonstration programs must find the clients needing service if they do not present themselves at the offices, i.e., this might mean going to their homes to recruit them and bringing them back for services.

- Establishing a liaison person in each community agency results in better coordination of both services and referrals.

- A counselor must always be available to interview the youth. Waiting for an extended period of time for an interview can result in a youth leaving and feeling more discouraged than when he walked in the door.

- First contact very much influences the holding power of a service agency. The agency develops holding power through immediate and effective service.

- An informal intake process in which the interviewer tries to develop some beginning awareness of the youth as an individual is more effective than a more formal procedure in which the interviewer is concerned only with data gathering.

- When an applicant who comes in seeking help does not seem suited for the particular program, the staff should feel committed to helping this applicant locate an appropriate resource within the community best suited to meet his needs.

- The intake process should be clear, precise, and specific, with a minimum amount of concern with extraneous data which may be interesting, but unrelated to the core problem.

- Every caution should be used against offering a particular service to a person who does not want and/or does not need it, in order to fill a training quota. Even if the staff feels that the person could use this service, he is a prime dropout candidate and placing him in such a program may be a disservice rather than a service to him and the others in the group.

- Use of the "Daily Disposition Sheets" which are available at the Armed Forces Recruiting Stations provides the staff with the names of youths who failed the Armed Forces tests the previous day.

TRAINING

Experience in the development and maintenance of training resources demonstrates that:

- When possible, a specific training objective should be identified with suitable alternatives for those trainees who fail to obtain their primary goal.

- Established community agencies should be involved in the training efforts of experimental and demonstration programs to the greatest possible extent.

- When a need can be clearly documented, established agencies with experience and competence can be persuaded to make training resources available to persons in need of help.

- While training allowances are important in some instances, experience has shown that youths in this target population will avail themselves of and effectively use training opportunities whether or not they receive financial subsidies.

- There was a need for special training materials designed to meet the basic educational needs of youths who had terminated their formal school experience. The inability to locate effective materials made it necessary for the project staff to develop such materials.

- Agencies offering training of various kinds should be encouraged to make referrals to each other if the kind of training offered by another agency seems more appropriate for a particular youth. We were able to effectively use the resources of other agencies and accepted referrals from these agencies if the youth met the criteria of the program.

- Supportive programs such as counseling, home visiting, recreational and social outlets and field trips are imperative if the level of interest in training is to remain consistently high.

- Flexibility is a key concept in training. Review and evaluation of programs must be continuous.

- While new techniques and approaches to training and education are extremely useful and must be tried, it must be recognized that some trainees can profit from basic, traditional training methods and if such methods are effective, untried and experimental methodology need not be introduced merely for the purpose of being "new and different."

- Training should be "open ended" where workable so that youths can be "slotted in" and not become a part of a waiting list.

- When feasible, it should be possible for trainees making a faster rate of progress to move ahead, while those needing more basic and remedial help continue to receive it.

- Physical location and the training environment are important and must be considered with other factors in designing training plans.

- Plans, techniques and approaches of training programs which have been particularly successful with a specific target population should be circulated and publicized by the funding agency among contractors serving similar populations throughout the country.

- There is a need for a loan fund in each experimental and demonstration project that could be used by the youths for basic necessities to tide them over until they actually get into a training program and receive a training allowance or get a job.

- On-the-job training should be expanded where possible. If feasible, a few experimental programs of one-half day basic education and one-half day on-the-job training and group counseling should be planned to see what success is derived from this.

- A return to regular school programs was a practical and workable resource for many of the youths. Some of these youths were anxious to return to school and only needed the project staff's encouragement and assistance with the process of re-enrollment. This means not only referring the youth to the school but making the arrangements for him, going to see the principal to reinstate him and followup as to his adjustment. Where necessary, counseling should be given for a few months.

COUNSELING

The immediate availability of the counselors to the youths being served is very important. While this idea is not new in theory, it is in practice. Experience has led to the following observations:

- Some individuals cannot relate in a group while others cannot do so in a one-to-one relationship. Opportunities for choice must be made available for either or both types of counseling.

- The ability of the project staff to deliver tangible services to the population being served is an essential program component.

- Counseling should not be rigid but must focus on certain basic areas while retaining enough flexibility to allow the youth to introduce subjects of concern to him. This is imperative if the attention and participation of those being counseled is to be achieved and maintained.

- An individual cannot be "forced" to accept counseling and no two persons will use it in the same way. Counseling should, then, be both spontaneous and planned so that it can achieve some continuity, while allowing those persons in need of further help to obtain it at the time and in the subject areas in which they feel most in need.

- Group counseling should be a part of all experimental and demonstration programs. To be effective all staff members should be trained together in a one-week training institute to learn the techniques most useful for their particular population. An evaluation should be set up within the counseling program to measure the changes in attitudes of the population being served.

JOB DEVELOPMENT AND PLACEMENT

The ultimate aim of any experimental and demonstration program is to help individuals to become independent, productive citizens. Findings in the area of job development included:

- To be successful, job development and placement must be supported throughout by a program of individual and group counseling.

- The greatest untapped resource for job placement of the youths in this population is with small employers since most intensive placement programs have been directed toward large firms.

- Job development and placement efforts are more successful when approached on the basis of what an individual worker can contribute.

- It is necessary to maintain close contact with a youth from the time of a job referral until such time as he is adjusted and settled in his job. This reflects the need to follow up with the youth and employer to determine whether the individual has been hired and if not, the reasons should be ascertained from both parties.

- Trade and service organizations are sometimes good job development resources.

- While it is important to place youths in jobs at their maximum skill levels, placement in employment requiring greater skills than the youths possess is injurious to the youths, the employer and the program.

- While much has been written about the uniqueness of individual workers, attention must also be given to the uniqueness of each employer and the kind of person that is most likely to be able to meet his work demands.

- The policeman on the beat may be an effective job-finding resource.

- There should be constant evaluation of employer needs in the community so that programs can meet the demands of the labor market.

- New and imaginative ideas should be employed as to selection of vocational training that will qualify the youths in the experimental and demonstration programs for occupations that will be expanded in the next five years rather than diminished.

- Job development should be a "team approach" coordinated among the Employment Service, the training agencies and the experimental and demonstration program.

FOLLOWUP OF YOUTH IN THE EXPERIMENTAL AND DEMONSTRATION PROGRAM

- Regular followup is essential to the provision of services and to the accurate collection of data.

- Followup must be concurrent with training. To follow up after training has been completed means that it is then too late to try and help resolve problems which have interferred with the trainees use of the program.

- Followup visits and interviews can be used not only to ascertain the current status of a trainee, but to help him arrive at a new plan for himself if he has not made good use of the resources to which he had formerly been referred. The followup mission, then, is not merely that of factfinding, but may also involve indepth interviewing for evaluative, informational and planning purposes.

- Followup should be made on each trainee at regular intervals; however, followup contacts should not be restricted to these intervals. For example, we attempt to make a followup home visit on each youth every three months, but if a youth misses a training session or has some other problem, we find an immediate home visit helpful.

- Because of the nature of experimental and demonstration projects, followup is never complete. The data collected through followup must be utilized with this in mind. Again, the need for concurrent and ongoing followup is emphasized.

- There must be constant "feedback" of followup data to all phases of the program. It is also important that persons engaged in followup have access to pertinent information in order to conduct effective followup interviews.

- Contacts by mail are sometimes very effective with this target population; however, this channel, if not effective, must be supplemented by telephone calls and home visits.

- Subprofessionals with less than a high school education can conduct the followup interviews effectively; however, these staff members must receive thorough and ongoing inservice training and should be supervised by a professional staff member.

INTERAGENCY COORDINATION WITH THE DEPARTMENT OF DEFENSE

- Referral agencies (in our case the Armed Forces Recruiting Stations) are more supportive when they are made to feel that they have an investment in the program. This was accomplished by frequent and regular contacts with the recruiters and by asking them to serve as members of our advisory committees.

- The Department of Defense should provide space for such new programs and encourage cooperation of main station and out-station recruitment personnel.

- A staff member should be stationed at the Recruiting Main Station with the permission of the Department of Defense, to screen and recruit volunteers who fail the Armed Forces Qualifications Test.

- Coordination between the Department of Defense and such programs should be established concerning changes in Armed Forces entry requirements to enable project staffs to adjust training and services accordingly.

- A procedure should be set up with the Department of Defense to secure serial numbers and first duty stations for youths enlisting in the service through such experimental and demonstration programs.

- The Department of Defense should be involved in the followup program to determine the effectiveness of young men who have been a part of experimental and demonstration programs.

- In view of the Armed Forces policy requiring court and police clearance prior to being processed, a juvenile record should not prejudice a youth's right to serve his country and records obtained prior to the youth's sixteenth birthday should be handled in the same manner as for application for federal employment in which offenses prior to the sixteenth birthday are not reported on the standard federal employment form (Form 57), since such records are not considered by the Civil Service Commission to be evidence of criminal behavior.

- Efforts must be made to expedite moral waivers. Enlistment applications are too often held up for long periods of time because arrest records, court dispositions and letters of recommendation are not promptly forwarded to the Armed Forces Entrance and Examining Station, or become separated at the A.F.E.E.S.

- Many youths who volunteer for the service and are rejected, have already left school and/or their jobs on the assumption that they would be entering the service in the immediate future. A greater attempt by the recruiters to inform potential volunteers of the existence of written examinations which must be successfully completed prior to enlistment or induction should be made. Many youths simply do not know of the existence of these exams.

CONSTRUCTIVE METHODS AND TECHNIQUES OF IMPROVING COORDINATION BETWEEN COOPERATING COMMUNITY AGENCIES

- Interfederal liaison staff should be assigned to urban centers to coordinate federal manpower programs, to avoid overlapping and duplication and to encourage the sharing of ideas and experience.

- Permanent ongoing agencies in the communities should be involved in services and training with all experimental and demonstration programs in their respective communities.

- Support should be given by the experimental and demonstration program staff to the youth-serving agencies in the community in their efforts to expand or improve existing services or create new services, either to accommodate the special needs of the target population of the experimental and demonstration program or to serve the community in general more effectively.

- Through the process of counseling, negative attitudes held by the youths in the program toward the youth-serving agencies in the community can be changed. For example, these youths very often identify the local employment service as the "place where you collect your unemployment checks."

- Systematic interagency meetings should be set up to evaluate techniques used by each agency and to make recommendations and plans for change as related to the population of youth being served.

- Formation of an advisory committee made up of representatives of the public and private youth-serving agencies in the community helps to promote cooperative working relationships. This develops effective interaction with these agencies; provides a useful forum for the exchange of information and keeps the staff of the experimental and demonstration program aware of new developments in the various community agencies. It also enables these agencies to feel they share in the "successes" or "failures" that are experienced.

- Copies of monthly or bimonthly reports of the experimental and demonstration program should be distributed to youth-serving agencies in the community urging them to make suggestions as to how the program might improve its effectiveness.

PHASE OUT OF AN EXPERIMENTAL AND DEMONSTRATION PROGRAM TO AN ONGOING AGENCY

The following are recommendations that might be useful where other experimental and demonstration programs are being taken over by an ongoing agency:

- At least six months before the permanent agency is to take over the program, they should be planning the operation in cooperation with the project staff and other agencies that will be involved, i.e., the recruiting services.

- Staffs of the ongoing agency should be trained with the staff during the experimental and demonstration phase.

- It should not be necessary for the ongoing agency to put off planning for this operation until they receive their money for the program. Waiting until they are sure the money is appropriated means that the planning must be done in a hurried fashion which turns out to be less than effective.

- The director of the agency should designate the staff member to do this planning and give him both the responsibility and the authority so it can be done effectively.

- Where possible, staff from the experimental and demonstration program should become a part of the staff of the ongoing agency. This would effect continuity for both the program and the population being served.

- The job development component of the program has to be tailor-made to meet the needs of the population so this means a revamping or addition to the job development operation.
- Flexibility of personnel who will carry on the techniques learned through the experimental and demonstration phase is essential to the effectiveness of the program.
- Each program within the agency should be kept separate so they do not lose their identity in the maze of other services.
- Communication between the various management levels should be expedited so that services to the population are not hampered.
- The concept of "reaching out" and providing immediate services must be recognized by the ongoing agency.

Section III

The Target Population

INTRODUCTION

The effects of a service can be documented best by identifying the status of the youths at the time they first made contact with the project and by comparing this with the status of these youths at the time of the last followup contact by the project staff. In this section we will present the general characteristics of the youths at the time of the intake interview, the characteristics at followup, the results of three special surveys of selected segments of the population, and a comprehensive diary summarizing the activities of one NCCY coach class which identifies the variety of directions that such a training program can take and the variety of purposes that can be served.

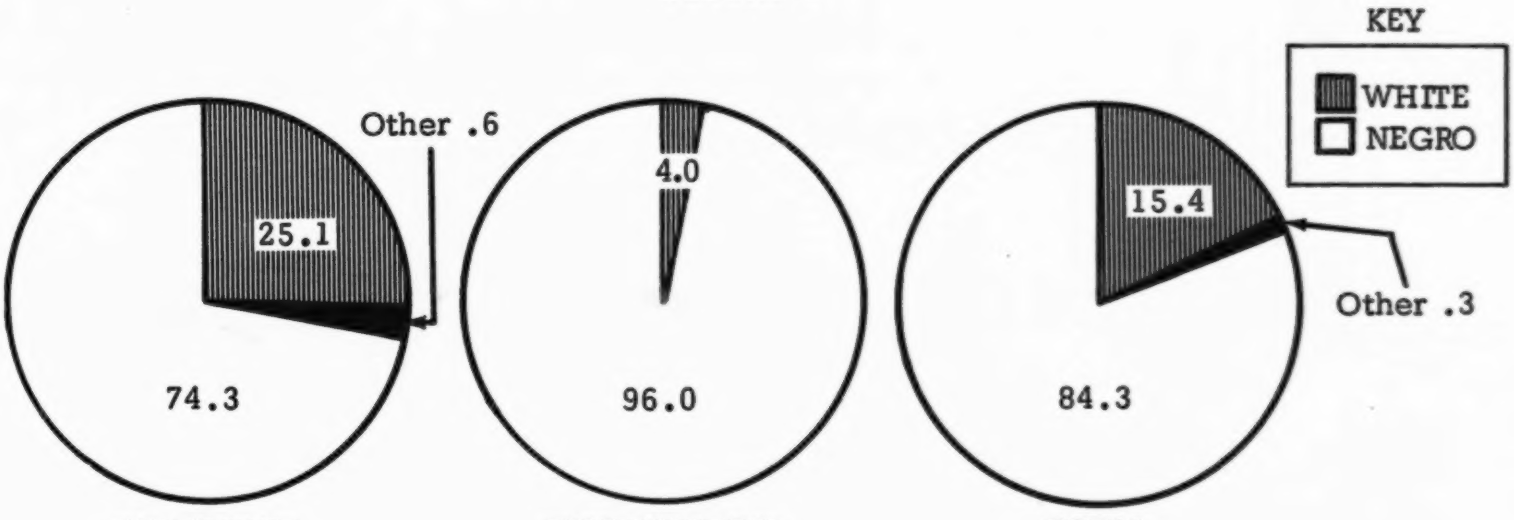
CHARACTERISTICS OF THE TARGET POPULATION AT INTAKE

The data recorded on the Intake Form, which is completed with each youth at the time of his first interview with a counselor, indicate that the target population may be generally characterized as educationally, economically and socially disadvantaged. The following statistical material will validate these findings.

Racial Distribution by City

A substantial majority of the total population served by the contract was Negro, with this group constituting 84.3 percent of the youths for whom intake was completed. White youths made up 15.4 percent of the population, with other youths constituting .3 percent of the group. There was a substantial difference in the racial composition of the youth served in the two cities. Only 4 percent of the Washington population was white, while 25 percent of the Baltimore youths were white. These differences have prevailed in previous contracts and are related to the fact that the inner-city population in Washington is more heavily Negro than that of Baltimore which contains several "pockets" of white residents.

FIGURE 1



Age Distribution by City

In the two previous contracts there has been a difference in the ages of the youths being served in the two cities. This trend has continued with Baltimore serving a substantially larger number of seventeen-year-olds and Washington reaching a larger number of youths twenty years of age and older. We have been unable to come up with a logical explanation for this phenomenon; however, some of the difference may be attributed to the higher percentage of Selective Service referrals in Washington. The age differential is important primarily in terms of job development since it is somewhat more difficult to place seventeen-year-olds in employment than it is to find work for older age groups. Because of the tight job market during this contract, however, this has not been a major difficulty.

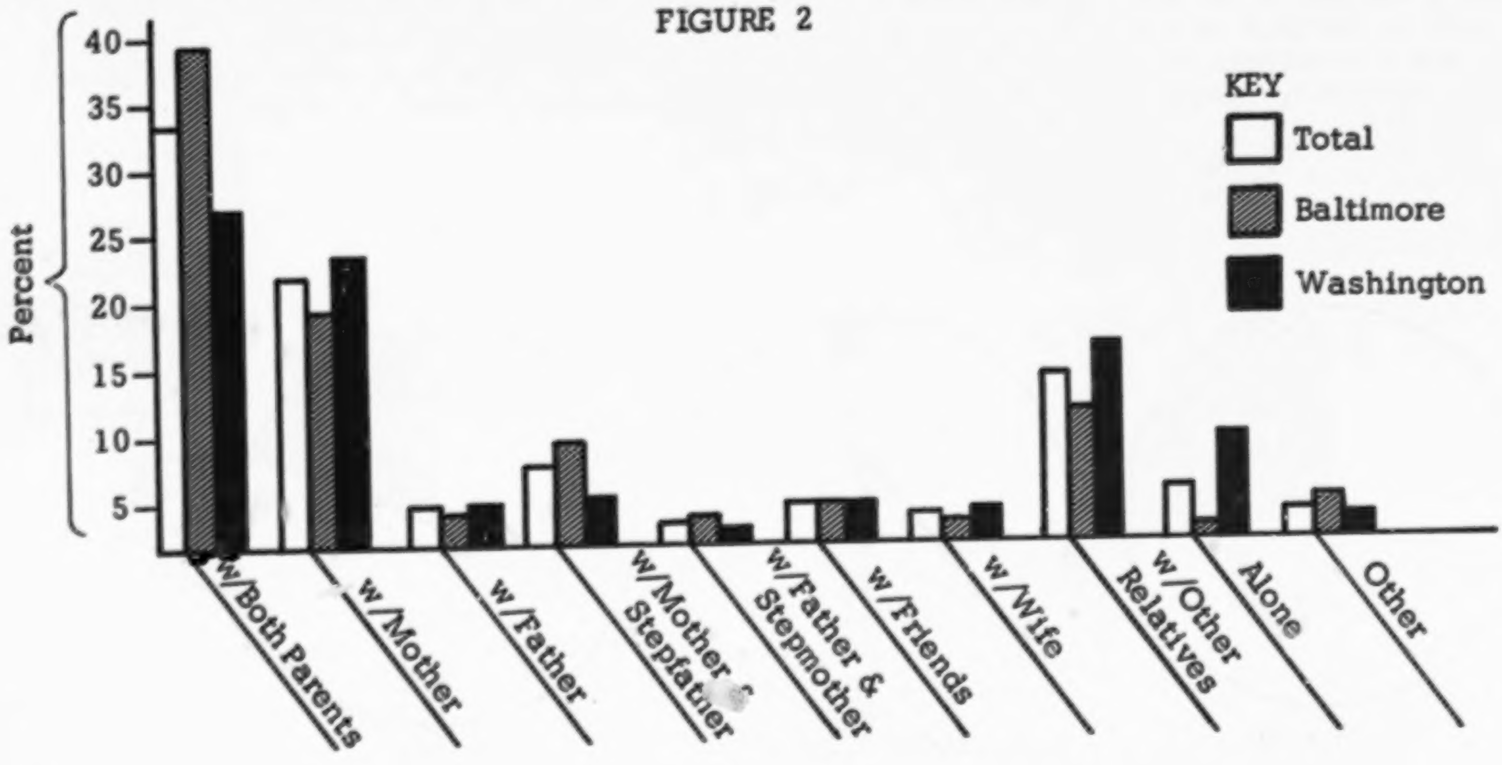
TABLE 1

Age	TOTAL		BALTIMORE		D. C.	
	No.	%	No.	%	No.	%
TOTAL	650	100	350	100	300	100
17 Years	256	39.4	169	48.3	87	29.0
18 Years	203	31.2	106	30.3	97	32.3
19 Years	94	14.5	40	11.4	54	18.0
20 Years	40	6.2	13	3.7	27	9.0
21 Years	31	4.8	12	3.4	19	6.3
22 Years	26	4.0	10	2.9	16	5.3

Living Arrangements

Only one-third of the youths lived with both parents, again verifying the pattern that has been seen in most studies of lower racio-economic groups. One-fourth of the total population lived with their mothers, with no father or father figure in the home. The next largest group (16 percent) lived with relatives other than their parents and some 7 percent lived with their mother and stepfather. It is interesting to note that only 6 percent of the youths lived alone, with most of these residing in Washington where apartment living is more typical than in Baltimore.

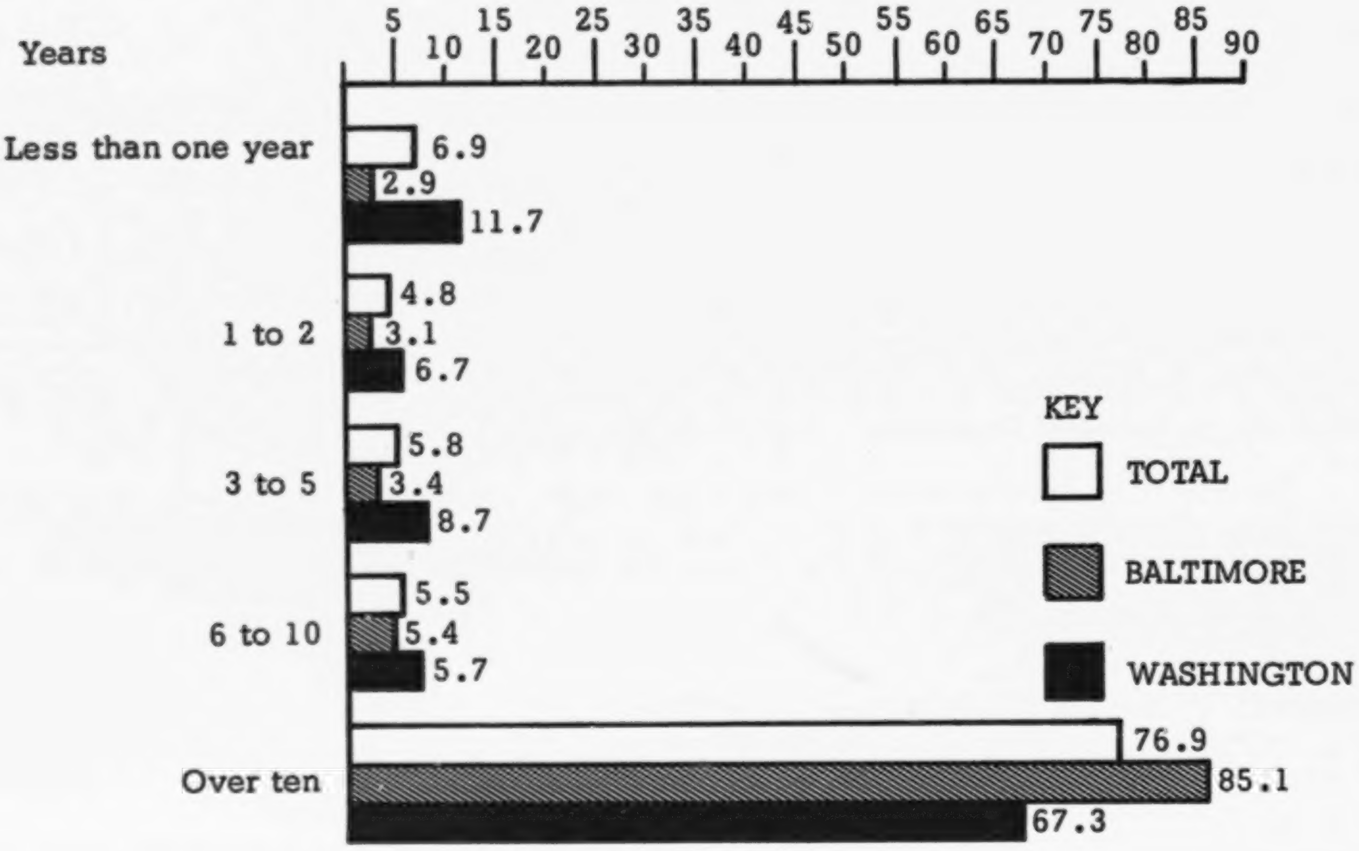
FIGURE 2



Length of Residence in Project Area

While cities sometimes tend to attribute their difficulties to migrants from other areas, the fact is that a large majority of the youths served by this project had been living in the project area (Washington or Baltimore) for ten years or more. More than three-fourths of these under-achievers had been in the two cities for this period of time. On the other hand, only 7 percent had been in the project areas for less than one year. This evidence seems to suggest that the problems exhibited by these youths are products of the areas in which they now live rather than primarily the result of educational deprivation in the southern and Appalachian regions as has sometimes been suggested.

FIGURE 3
(percent)



Number of Siblings

Various studies have shown that persons generally considered to be deprived come from large families. The youths in this target population substantiate this supposition. Only 5.7 percent have only one sibling. On the other hand, 13.5 percent have four siblings; 12.8 percent have three; 11.4 percent have six; 11.2 percent have nine or more; 11.1 percent have two and 10.8 percent have five. More than 60 percent of the target population come from families of five or more children. The conclusion that we may reach is that--among the disadvantaged--underachievement and large families often go hand in hand.

TABLE 2

Number of Siblings	TOTAL		BALTIMORE		D. C.	
	No.	%	No.	%	No.	%
TOTAL	650	100	350	100	300	100
None	37	3.7	26	7.4	11	3.7
One	53	8.2	35	10.0	18	6.0
Two	72	11.1	37	10.6	35	11.7
Three	83	12.8	49	14.0	34	11.3
Four	88	13.5	54	15.4	34	11.3
Five	70	10.8	38	10.9	32	10.7
Six	74	11.4	38	10.9	36	12.0
Seven	54	8.3	29	8.3	25	8.3
Eight	46	7.1	16	4.6	30	10.0
Nine	73	11.2	28	8.0	45	15.0

Marital Status vs. Number of Dependents

Most (90.4 percent) of the youths were single and had no dependents other than themselves. Some 9.4 percent of the population had one dependent while only a negligible number had an excess of one. Of the 650 youths in the intake sample, only 22 were or had been married.

TABLE 3

Marital Status	DEPENDENTS OTHER THAN SELF									
	TOTAL		NONE		ONE		TWO		THREE or MORE	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
TOTAL	650	100	570	87.5	61	9.4	14	2.2	5	.9
Single	628	100	568	90.4	50	7.6	9	1.6	1	.2
Married	17	100	1	5.9	7	41.2	5	29.4	4	23.6
Separated	4	100	1	25.0	3	75.0	0	0	0	0
Widowed or Divorced	1	100	0	0	1	100	0	0	0	0

Employment Status of Parents

The most striking statistic in terms of the employment status of the parents of the youths is the low incidence of public assistance recipients among both fathers and mothers. Despite the prevailing public attitude that "most" inner-city residents receive welfare assistance, only .6 percent of the fathers of these youths were recipients and only 5.0 percent of the mothers. Another interesting figure indicates that only 1.1 percent of the fathers and 1.4 percent of the mothers who are in the labor market were unemployed at the time of intake. This suggests that, at least for this limited sample, the parents are--for the most part--self-sustaining. The difficulty seems to be in the fact that the jobs which they qualify for and work at are marginal in terms of wages paid and provide little opportunity for advancement or upward mobility.

EMPLOYMENT STATUS OF PARENTS
(Total Population)

FIGURE 4--FATHERS' OCCUPATION

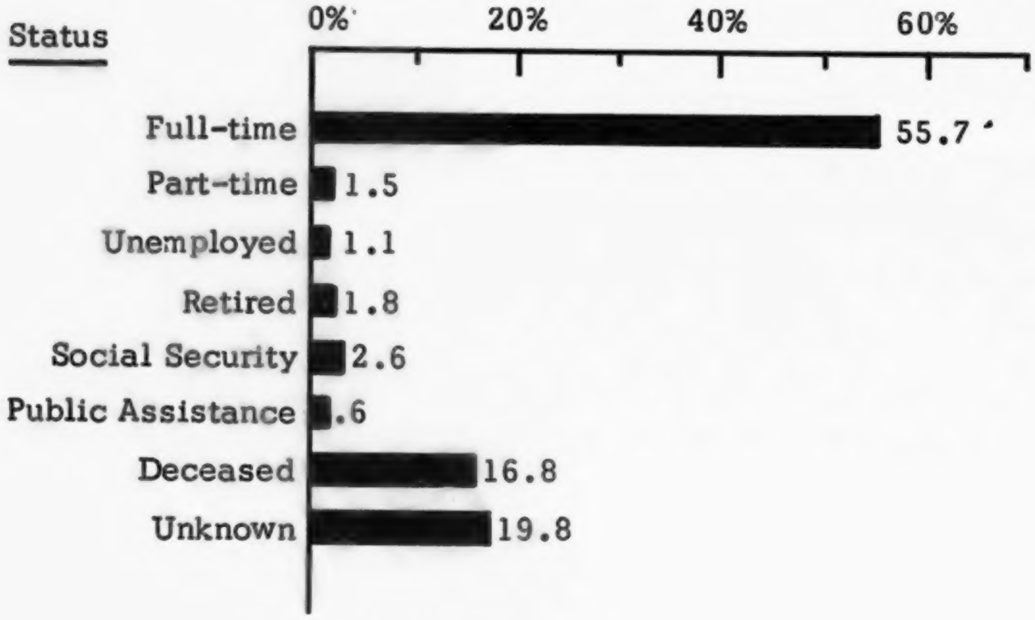
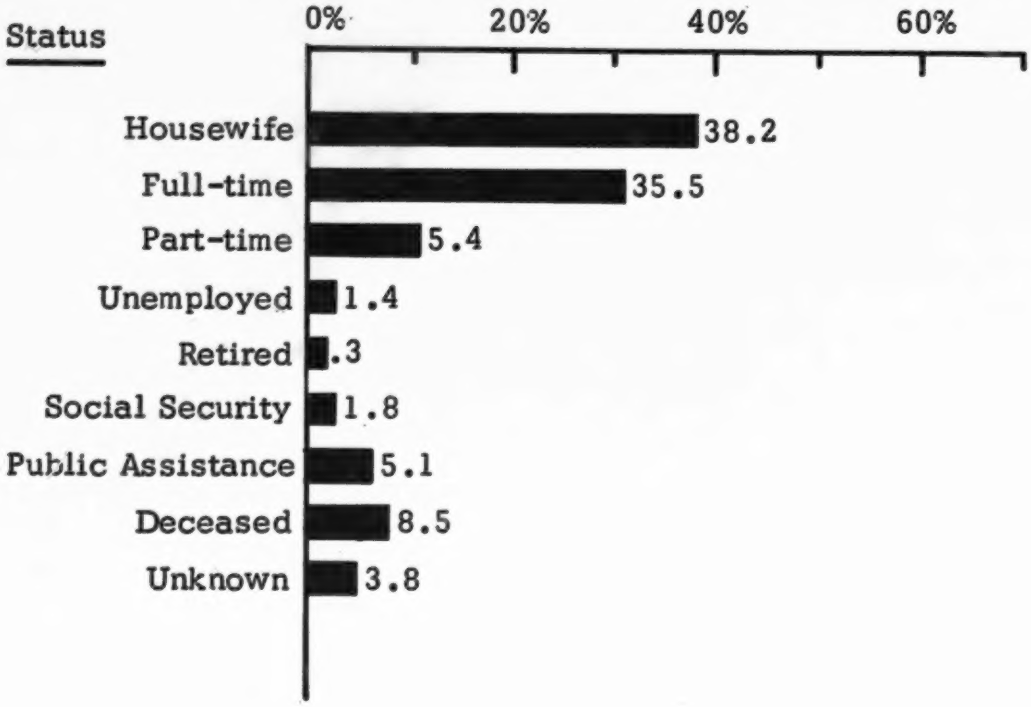


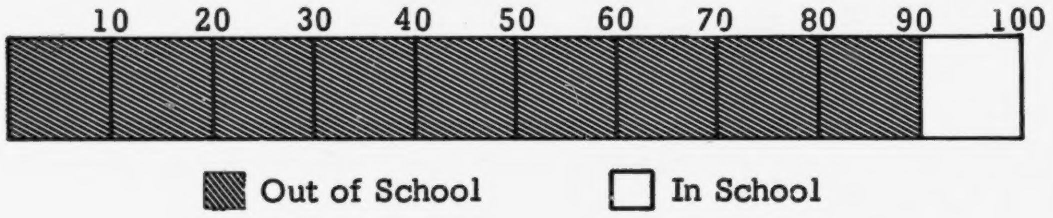
FIGURE 5--MOTHERS' OCCUPATION



School Status

At intake, 12.2 percent of the total population was technically enrolled in school. It is clear, however, that many of these youths were considering terminating their education in view of the fact that they made an effort to enlist for military service. Only 8.5 percent of these youths were high school graduates. Thirty percent of the youths had dropped out of school because of what they termed a loss of interest. Another large group, 23.8 percent, terminated their education in order to support themselves or to help support their families. Some 12.6 percent indicated that they failed to adjust in school and 9.1 percent were expelled, suspended or had their education interrupted by illness and did not return to school when they regained their health.

FIGURE 6



Reasons for Leaving School

The largest number of youths who were school dropouts (30 percent) indicated that they left school primarily because they lost interest. The second largest group (23.8 percent) indicated that they did so because of economic factors; that is, they had to either support themselves or help to support their families. A significant group (12.6 percent) left school because they failed to adjust and 9.1 percent were expelled, suspended or left because of illness and never returned.

TABLE 4

Reason for Leaving School	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	650	100	350	100	300	100
Had to Support Self or Family	155	23.8	64	18.3	91	30.3
Graduated	55	8.5	31	8.9	24	8.0
Failed to Adjust	82	12.6	26	74.0	56	18.7
Lost Interest	195	30.0	140	40.0	55	18.4
Low Achievement	21	3.2	11	3.1	10	3.3
Expelled, Suspended or Illness	59	9.1	32	9.2	27	9.0
Incarcerated	4	.6	3	.9	1	.3
Still in School	79	12.2	43	12.3	36	12.0

Last School Attended

Another factor which indicates that the problems the youths present are products of the areas in which they now live and not of some other region is the fact that 86.6 percent of the youths last attended the public schools of Washington or Baltimore. As had been anticipated, only .3 percent had attended private or parochial schools. Public schools from another area (usually the southern and Appalachian regions) accounted for 11.7 percent of the total population.

TABLE 5

Type of Schools	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	650	100	350	100	300	100
Local Public	563	86.6	318	90.9	245	81.7
Loc. Private/Paro.	2	.3	1	.3	1	.3
Other Public	76	11.7	31	8.9	45	15.0
Spec. School (Corr)	2	.3	0	.0	2	.7
Other	7	1.1	0	.0	7	2.3

Type of Course

Nearly three-fourths (73.4 percent) of the youths were enrolled in a general academic course while they were in school. The remaining 26.6 percent indicated that they were enrolled in vocational courses. Since many of these youths were underachievers in school, the fact that such a large percentage were in vocational courses (compared with the general school population) suggests that this kind of curriculum may sometimes be used as a hostel for youths whose academic performance is not up to par.

TABLE 6

Type of Course	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	650	100	350	100	300	100
Academic	477	73.4	240	68.6	237	79.0
Vocational	173	26.6	110	31.4	63	21.0

Highest Grade Completed

As had been the case in previous years, the concentration of youths--in terms of the highest school grade completed--fell between grades eight and ten. At the time of intake, 17.2 percent had completed grade eight; 33.2 percent grade nine; and 25.4 percent grade ten. There was some difference between the two cities with 20.9 percent of the Baltimore population dropping out at grade eight as compared with 13 percent of the D. C. youths. Thirty and six-tenths percent of the Baltimore youths completed grade nine as compared with 36.3 percent of the D. C. population; and 8 percent and 10.7 percent completed grade 10 in Baltimore and D. C. respectively. Baltimore had a slightly higher percentage completing grade twelve (8.9 as compared with 7); however, 1 percent of the D. C. population completed some studies beyond the twelfth grade. In summation, 70.9 percent of the Baltimore youths had completed grade nine or above while 81.7 percent of the D. C. youths had reached this level.

TABLE 7

Grade Completed	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	650	100	350	100	300	100
First thru Fourth	1	.2	1	.3	0	.0
Fifth	2	.3	1	.3	1	.3
Sixth	4	.6	3	.9	1	.3
Seventh	35	5.4	24	6.9	11	3.7
Eighth	112	17.2	73	20.9	39	13.0
Ninth	216	33.2	107	30.6	109	36.3
Tenth	165	25.4	82	23.4	83	27.7
Eleventh	60	9.2	28	8.0	32	10.7
Twelfth	52	8.0	31	8.9	21	7.0
Over Twelfth	3	.5	0	.0	3	1.0

Age Left School

At intake, 12.2 percent of the population was still technically enrolled in school. Despite compulsory school attendance laws requiring that youths remain in school until age sixteen, 1.1 percent had dropped out at age fourteen or below and 6 percent at age fifteen. The concentration of terminations was at ages sixteen and seventeen, with 38.2 percent and 28.9 percent leaving school at these ages. The Baltimore youths' dropout rate peaked at sixteen (47.7 percent) and the D. C. rate reached its highest level at age seventeen (37.3 percent). As was suggested by the fact that the D. C. youths as a group completed a higher grade in school, they also stayed in school longer. The small group of youths staying in school after age eighteen was not statistically significant in either city.

TABLE 8

Age	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	650	100	350	100	300	100
Still in School	79	12.2	43	12.3	36	12.0
Fourteen or Younger	7	1.1	5	1.4	2	.7
Fifteen	39	6.0	22	6.3	17	5.7
Sixteen	248	38.2	167	47.7	81	27.0
Seventeen	188	28.9	76	21.7	112	37.3
Eighteen	66	10.2	27	7.7	39	13.0
Nineteen	15	2.3	5	1.4	10	3.3
Twenty	6	.9	5	1.4	1	.3
Over Twenty	2	.3	0	.0	2	.7

Employed at Intake

Nearly four out of ten youths (39.2 percent) in the total population were employed at intake. There was, however, a considerable difference between the two cities. Nearly half (46 percent) of the Washington population was employed at the time of the initial referral to the program as opposed to only one-third (33.4 percent) of the Baltimore youths. This is related to the fact that there was a considerably higher percentage of seventeen-year-olds among the Baltimore youths. It is, of course, more difficult for youths under eighteen to find employment. The lower employment rate among the Baltimore youths is also related to the fact that these youths had, as a group, completed fewer years of school than had the Washington youths.

TABLE 9

Employed at Intake	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	650	100	350	100	300	100
Yes	255	39.2	117	33.4	138	46.0
No	395	60.8	233	66.6	162	54.0

Type of Job

Of those youths who were employed at intake, about three-fourths (75.4 percent) were working at unskilled jobs; 18.8 percent were in semiskilled employment; and only 5.5 percent in skilled jobs. In view of the educational, economic and social backgrounds of these youths, this kind of employment pattern was anticipated. The data again showed considerable variation between the two cities, with a higher percentage of the D. C. youths working at semiskilled and skilled jobs. This is related to the employment pattern in the two cities and the general pattern which indicates that the D. C. youths were somewhat better prepared for employment by virtue of their higher educational achievements.

TABLE 10

Type Job	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	255	100	117	100	138	100
Unskilled	193	75.7	98	83.8	95	68.8
Semiskilled	48	18.8	15	12.8	33	23.9
Skilled	14	5.5	4	3.4	10	7.3

Nature of Employment–Time

The vast majority of the working youths (87.4 percent) was employed at full-time jobs. Part-time employment was held by 10.2 percent of the youths with 1.2 percent holding temporary jobs and 1.2 percent working sporadically. The only significant difference in the two cities was the somewhat higher incidence of part-time employment among the Baltimore youths.

TABLE 11

Employment	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	255	100	117	100	138	100
Full-Time	223	87.4	101	86.3	122	88.4
Part-Time	26	10.2	15	12.8	11	8.0
Temporary	3	1.2	0	.0	3	2.2
Sporadic	3	1.2	1	.9	2	1.4

Salary

The data indicate that those youths who were working at intake enjoyed higher salaries than did those youths who were working in previous years. Only 2.4 percent earned less than $1.00 per hour; 6.3 percent earned between $1.00 and $1.24; 44.7 percent, the largest group, earned $1.25 to $1.49--a reflection, perhaps, of the new minimum wage legislation--; 25.9 percent earned from $1.50 to $1.74; 7 percent between $1.75 and $1.99; 6.7 percent between $2.00 and $2.24; and 7 percent in excess of $2.25. The Washington youths generally earned higher salaries at intake. This is indicative of the fact that a larger percentage of this group was employed at semiskilled or skilled jobs.

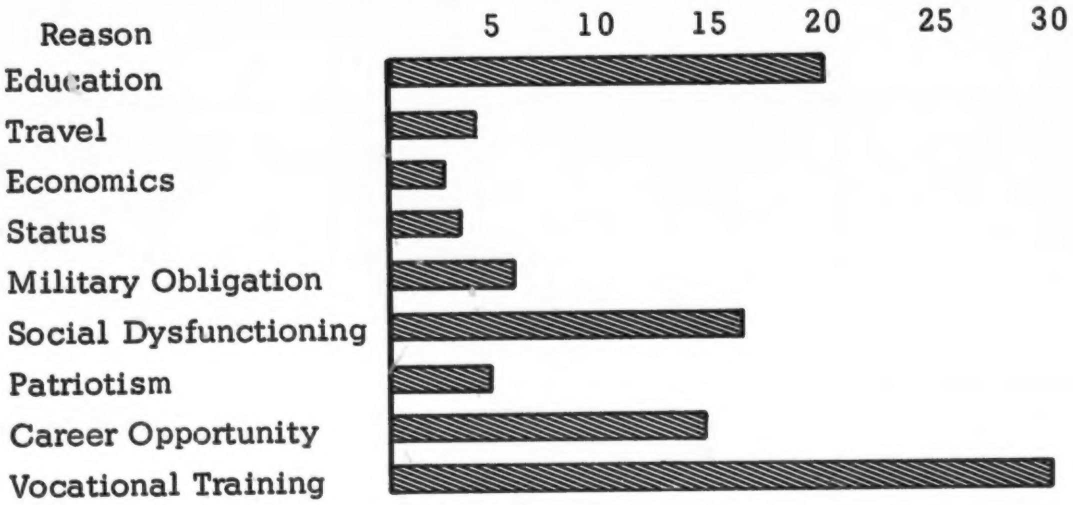
TABLE 12

Hourly Rate	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	255	100	117	100	138	100
Less than $1.00	6	2.4	5	4.3	1	.7
$1.00 to $1.24	16	6.3	12	10.3	4	2.9
$1.25 to $1.49	114	44.7	51	43.6	63	45.8
$1.50 to $1.74	66	25.9	32	27.3	34	24.6
$1.75 to $1.99	18	7.0	4	3.4	14	10.1
$2.00 to $2.24	17	6.7	9	7.7	8	5.8
$2.25 or More	18	7.0	4	3.4	14	10.1

Reason for Attempting to Enlist

The youths in the project gave a variety of reasons for wanting to enter military service. Nearly one-third indicated that a desire for vocational training was the major factor in their decision to try to enlist. Twenty percent cited educational reasons and the third largest group, 17 percent, indicated that social dysfunctioning in the community was the major motivating factor. Thirteen percent indicated that military service was their career choice. Lesser numbers of youths indicated that the completion of their military obligation, patriotism, travel, economic factors and status were the primary considerations involved in the decision to enlist.

FIGURE 6
(Percent of Total Population)



Referral Source

As was the case in previous contracts, the Army was the major source of project referrals with 70.6 percent of the youths having been referred by Army recruiters. There was some difference in the two cities with 83.7 percent of the referrals being from the Army in Baltimore as compared to 55.3 percent in D. C. The Marine Corps referred the next largest number, 11.5 percent of the total, followed by the Navy, Selective Service (Washington only), the Air Force and, on three occasions, the Coast Guard.

TABLE 13

Referral Source	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	650	100	350	100	300	100
Army	459	70.6	293	83.7	166	55.3
Navy	53	8.2	26	7.4	27	9.0
Marine Corps	75	11.5	20	5.7	55	18.3
Air Force	26	4.0	8	2.3	18	6.0
Coast Guard	3	.5	3	.9	0	.0
Selective Service	34	5.2	0	.0	34	11.3

Armed Forces Qualification Test

Half (50.5 percent) of the youths had taken the Armed Forces Qualification Test prior to being referred to the project. Many of these youths had attempted to enlist on a prior occasion while others had taken the test as a result of having been called for the draft. In each instance the youth failed to make the minimum qualifying score. The youths who had taken the test within a one-year period presented a particular problem to the staff since special approval had to be obtained before they were allowed to take it again.

TABLE 14

AFQT Test	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	650	100	350	100	300	100
Yes	328	50.5	180	51.4	148	49.3
No	321	49.4	170	48.6	151	50.3
Unknown	1	.2	0	.0	1	.3

Adult and Juvenile Law Violations

A large number of youths referred to the project had adult or juvenile law violations and some experience with the processes of law. The eight tables following this discussion illustrate this involvement in the two cities.

In the total population, 18.6 percent had adult law violations. More than twice as many of the Baltimore youths (25.1 percent) had such violations than did youths in the Washington project (11.1 percent). Some of the difference may be accounted for by the fact that the juvenile age definition extends to age 18 in Washington as opposed to age 16 in Baltimore. Similar differences were observable in the number of youths who had been placed on adult probation (Baltimore--14.9 percent and D. C.--1.3 percent); youths with commitments to adult institutions (6.9 percent and .7 percent); adult detentions (16 percent in Baltimore and 4.7 percent in D. C.); and, to a lesser extent, youths who had been fined in adult courts (12 percent in Baltimore and in D. C. 7.3 percent). These data are particularly significant in terms of military service entry since waivers of adult violations are more difficult to obtain than are juvenile waivers.

There was also a higher incidence of juvenile violations among the Baltimore population. In Baltimore 22.9 percent of the youths reported juvenile violations while such offenses were indicated by 19.7 percent of the Washington youths. Of this group 18.3 percent in Baltimore and 14 percent in Washington had been placed on juvenile probation at one time or another. In Washington 6 percent of the youths had been committed to juvenile institutions as compared with 9.7 percent in Baltimore. Washington showed a slightly higher percentage of juvenile detentions with 8.3 percent as opposed to 8 percent in Baltimore.

A survey of 50 youths with juvenile violations and their status at the time of the last followup contact is included in a subsequent part of this section (see p. 45).

TABLE 15

Adult Violations	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	650	100	350	100	300	100
Yes	121	18.6	88	25.1	33	11.0
No	529	81.4	262	74.9	267	89.0

TABLE 16

Adult Probation	TOTAL		BALTIMORE		D. C.	
	NO	%	NO.	%	NO.	%
TOTAL	650	100	350	100	300	100
Yes	55	8.6	52	14.9	3	1.3
No	592	90.9	298	85.1	294	97.7
Unknown	3	.5	0	.0	3	1.0

TABLE 17

Adult Commitment	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	650	100	350	100	300	100
Yes	26	4.0	24	6.9	2	.7
No	621	95.5	326	93.1	295	98.3
Unknown	3	.5	0	.0	3	1.0

TABLE 18

Adult Detention	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	650	100	350	100	300	100
Yes	70	10.8	56	16.0	14	4.7
No	578	88.9	294	84.0	284	94.7
Unknown	2	.3	0	.0	2	.7

TABLE 19

Juvenile Violations	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	650	100	350	100	300	100
Yes	139	21.4	80	22.9	59	19.7
No	511	78.6	270	77.1	241	80.3

TABLE 20

Juvenile Probation	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	650	100	350	100	300	100
Yes	106	16.3	64	18.3	42	14.0
No	541	83.2	286	81.7	255	85.0
Unknown	3	.5	0	.0	3	1.0

TABLE 21

Juvenile Commitment	TOTAL NO.	TOTAL %	BALTIMORE NO.	BALTIMORE %	D. C. NO.	D. C. %
TOTAL	650	100	350	100	300	100
Yes	52	8.0	34	9.7	18	6.0
No	596	91.7	316	90.3	280	93.3
Unknown	2	.3	0	.0	2	.7

TABLE 22

Juvenile Detention	TOTAL NO.	TOTAL %	BALTIMORE NO.	BALTIMORE %	D. C. NO.	D. C. %
TOTAL	650	100	350	100	300	100
Yes	53	8.2	28	8.0	25	8.3
No	593	91.2	322	92.0	271	90.3
Unknown	4	.6	0	.0	4	1.3

CHARACTERISTICS OF TARGET POPULATION AT FOLLOWUP

Followup data on the youths in the project was obtained through the use of the pre-coded Followup Form (see Appendix, p. 117). Routine followup visits were made at two-month intervals and information obtained during these visits was supplemented by knowledge gained about the youths through contacts with other staff members, participation in training programs and other sources. The material presented in this part of the report will indicate the status of the first three hundred youths referred in each city at the time of the last followup contact with these youths. More youths could not be included because of the fact that this report had to be completed prior to the end of the contract.

Summary

Followup data for the 600 youths indicated that 134 or 22.3 percent had entered and were on active duty in a branch of the military service. All of these youths, it must be remembered, were originally referred because of their failure to meet minimum achievement standards for entry into the Armed Forces. The largest percentage of youths, 34.3 percent, were working at full-time jobs, with an additional 2.1 percent holding part-time employment.

A total of 7.8 percent of the youths were in school full-time with 2.2 percent attending part-time. Job Corps enrollees totaled 4.5 percent with 7.7 percent of the youths being enrolled in other training. The remaining youths were in a negative or neutral status at the time of the last followup contact. This included 7.7 percent that could not be located; 1.7 percent who were incarcerated; and 9.7 percent who were not gainfully occupied.

There were some differences in the two cities:

- Baltimore showed a somewhat higher percentage of youths who entered the military service (24.3 as compared with 20.3);
- A larger percentage of Washington youths was in school full-time (9.7 percent as compared with 6 percent);
- More Baltimore youths were in the Job Corps (7 percent as compared with 2 percent);
- More Washington youths were in training (9.7 percent and 5.7 percent);
- A slightly higher percentage of Baltimore youths was employed full-time (35.3 as compared with 33.3); and
- A higher percentage of Washington youths was not gainfully occupied (12.3 percent as compared with 7 percent).

More detailed tables in each of these general areas will follow in an attempt to present a more comprehensive picture of the total population and of selected segments of the population at followup.

TABLE 23

Status at Followup	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	600	100	300	100	300	100
Military	134	22.3	73	24.3	61	20.3
Employed-FT	206	34.3	106	35.3	100	33.3
Employed-PT	13	2.1	6	2.0	7	2.3
School-FT*	47	7.8	18	6.0	29	9.7
School-PT**	13	2.2	8	2.7	5	1.7
Job Corps	27	4.5	21	7.0	6	2.0
In Training	46	7.7	17	5.7	29	9.7
Incarcerated	10	1.7	8	2.7	2	.6
Unable to Locate	46	7.7	22	7.3	24	8.0
Not Gainfully Occupied	58	9.7	21	7.0	37	12.3

*Includes 8 youths employed part-time and 7 employed full-time who are not included in employment figures in this table.

**Includes 2 youths employed part-time and 6 employed full-time who are not included in employment figures in this table.

Entered Military

Nearly one-fourth (24.2 percent) of the youths who could be located at followup (554 of 600) entered the military service, an increase from previous years. In Baltimore, 26.3 percent of the youths entered the military and 22.1 percent in D. C.

TABLE 24

Entered Military	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	554	100	278	100	276	100
Yes	134	24.2	73	26.3	61	22.1
No	420	75.8	205	73.7	215	77.9

Means of Entry

Since the project is geared toward helping youths to meet enlistment standards, which are generally somewhat higher than those for the draft, it had been anticipated that most of the youths would enter the service through enlistment. Nearly nine out of ten (89.6 percent) of the youths who entered did enlist while 10.4 percent were drafted. In Baltimore 97.3 percent entered via enlistment as compared with 80.3 percent in Washington. Nearly one-fifth (19.7 percent) of the Washington youths were drafted.

TABLE 25

Means of Entry	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	134	100	73	100	61	100
Enlistment	120	89.6	71	97.3	49	80.3
Draft	14	10.4	2	2.7	12	19.7

Branch of Service

Referrals to the project came from all of the branches of service with the overwhelming majority being referred by Army recruiters. Therefore, it was anticipated that most of the youths who qualified for military service would be entering the Army rather than the other branches. The followup data supported this hypothesis since 84.3 percent of the youths did enter the Army while all the other branches combined, enlisted only 15.7 percent. There was no significant difference between the two cities with regard to youths entering the Army. However, it was significant to note that in Baltimore the second greatest number of youths entered the Navy while in Washington the Marine Corps held this honor.

TABLE 26

Branch of Service	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	134	100	73	100	61	100
Army	113	84.3	62	84.9	51	83.6
Navy	10	7.5	8	11.0	2	3.3
Marine Corps	10	7.5	3	4.1	7	11.5
Air Force	1	.7	0	.0	1	1.6

Current Employment Same as at Intake

The data suggest that nearly half of the youths (45.9 percent) who were employed at followup were not working at intake; 30.3 percent were holding different jobs than at intake; and 23.8 percent were holding the same job. There was some difference between the two cities with 57.9 percent of the Baltimore youths who were working at followup being unemployed at intake as compared with 34.1 percent in Washington. There were comparable differences in the other categories.

TABLE 27

Current Employment Same as Intake	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	244	100	121	100	123	100
Yes	58	23.8	19	15.7	39	31.7
No	74	30.3	32	26.4	42	34.1
Unemployed at Intake	112	45.9	70	57.9	42	34.1

Employment at Followup--Time

Most of the youths who were working at followup (89.3 percent) held full-time jobs. Only 9.4 percent worked at part-time jobs and 1.2 percent held temporary employment. The primary difference in the two cities was the higher incidence of part-time and temporary employment among the D. C. youths.

TABLE 28

Employment	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	244	100	121	100	123	100
Full-Time	218	89.3	113	93.4	105	85.4
Part-Time	23	9.4	8	6.6	15	12.2
Temporary	3	1.2	0	.0	3	2.4

How Current Job was Obtained

Of those youths who were employed at followup, 65.2 percent obtained their jobs through the NCCY job development and counseling services and their own initiative. Relatives and friends were responsible for 13 and 5.7 percent respectively, of the jobs. It is interesting to note that only 7.3 percent of the youths indicated that they found their jobs through the United States Employment Service or the Maryland State Employment Service. The data were fairly consistent in the two cities.

TABLE 29

Current Job Source	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	244	100	121	100	123	100
NCCY/Own Initiative	159	65.2	79	65.3	80	65.0
Relative	28	11.5	12	9.9	16	13.0
Friend	24	9.8	17	14.0	7	5.7
School	3	1.2	2	1.7	1	.8
USES or MSES	15	6.1	6	5.0	9	7.3
Private Agency	4	1.6	2	1.7	2	1.6
Other	11	4.5	3	2.5	8	6.5

Wages at Followup

In evaluating wages at followup, it should be recognized that those youths who would qualify for the most remunerative employment were also those youths who would be most likely to attain the standards for military service entry or for various training programs. As was true at intake, the largest number of youths earned between $1.25 and $1.74, with the scatter being toward the upper end of the scale (more than $1.75) instead of below (less than $1.25). This is related to the training that some youths received and the rise in prevailing wages.

TABLE 30

Hourly Rate	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	244	100	121	100	123	100
Less than $1.00	1	.4	0	.0	1	.8
$1.00--$1.24	6	2.5	4	3.3	2	1.6
$1.25--$1.49	102	41.8	61	50.4	41	33.3
$1.50--$1.74	63	25.8	25	20.7	38	30.9
$1.75--$1.99	28	11.5	12	9.9	16	13.0
$2.00--$2.24	17	7.0	7	5.8	10	8.1
$2.25 or More	27	11.0	12	9.9	15	12.2

Skill Level of Job Held at Followup

This population of youths continues to work at basically unskilled employment, with 70.1 percent falling in this category. Only 3.7 percent worked at skilled jobs with the remaining 26.2 percent holding semiskilled employment. A higher percentage of the youths in D. C. held semiskilled and skilled jobs.

TABLE 31

Skill Level	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	244	100	121	100	123	100
Unskilled	171	70.1	95	78.5	76	61.8
Semiskilled	64	26.2	22	18.2	42	34.1
Skilled	9	3.7	4	3.3	5	4.1

Length of Time on Job

Since nearly half of the youths who were employed at followup were not working at intake, it is clear that a large part of the former group would not have held their jobs for long periods of time. Of the total group, 37.3 percent had held their current jobs for less than one month; 25 percent for one to two months; 16.8 percent for three to six months; and 11.9 percent for seven to twelve months. Only 5.3 percent had worked at their job for one to two years and 3.7 percent for more than two years. The Washington youths had, as a group, held their followup jobs longer than the Baltimore youths. This, of course, relates to the fact that fewer of the D. C. followup group were employed at intake and more of them held the same jobs at intake and at followup.

TABLE 32

Time on Job	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	244	100	121	100	123	100
Less than 1 Month	91	37.3	59	48.8	32	26.0
1--2 Months	61	25.0	36	29.8	25	20.3
3--6 Months	41	16.8	15	12.4	26	21.1
7--12 Months	29	11.9	7	5.8	22	17.9
1--2 Years	13	5.3	2	1.6	11	8.9
2 Years or More	9	3.7	2	1.6	7	5.7

Participated in NCCY Training

From the combined sample population in both cities, 346 youths participated in either coach class or volunteer tutorial. Fifty-seven percent (171 youths) of the entire group in Baltimore and 58.3 percent (175 youths) of the sampling in Washington participated in training. Of the participants, 156 and 146 enrolled in coach class in Baltimore and Washington, respectively. Due to overlapping between coach class and volunteer tutorial, there were 19 youths in Baltimore and 15 youths in Washington who participated in both programs.

TABLE 33

NCCY Training	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	600	100	300	100	300	100
Yes	346	57.7	171	57.0	175	58.3
No	254	42.3	129	43.0	125	41.7

Participation in Other Training Programs

Sixty-seven youths participated in other training programs. The majority (59.7 percent) of the youths were in the Job Corps. Other programs included the Neighborhood Youth Corps (23.9 percent); Manpower Training (6 percent); and other programs, 10.4 percent. Thirty-eight Baltimore youths and twenty-nine Washington youths participated in these programs.

TABLE 34

Training Programs	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	67	100	38	100	29	100
MDTA	4	6.0	1	2.6	3	10.3
Job Corps	40	59.7	27	71.1	13	44.8
N.Y.C.	16	23.9	8	21.0	8	27.6
Other	7	10.4	2	5.3	5	17.2

Coach Class Perseverance

About half (47.3 percent) of the youths who stated during the intake interview that they planned to enroll in the coach class did so and completed the class. A total of 43.4 percent did complete the training and 9.3 percent were still attending class at the time of writing this report. There was some difference in the two cities, with Baltimore showing 56.4 percent of completions and Washington 37.7 percent. Fifteen percent of the Washington youths, however, were still attending at the time of the followup as contrasted with 3.8 percent of the Baltimore youths.

TABLE 35

Coach Class Completion	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	302	100	156	100	146	100
Completed	143	47.3	88	56.4	55	37.7
Did Not Complete	131	43.4	62	39.7	69	47.3
Still Attending	28	9.3	6	3.8	22	15.0

Educational Status at Last Contact

A majority of those youths for whom educational planning was applicable (excluding youths who had graduated, those in certain kinds of training or the military, etc) indicated that they had no plans for returning to school. Again it must be pointed out that those youths with the best motivation and potential for further education are included in the not applicable category since this group includes those youths mentioned above. It is interesting to note, however, that 6.7 percent of the youths were still in school, 1.8 percent returned full time and 2.3 percent returned part time.

TABLE 36

Education Status	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	554	100	278	100	276	100
Still In	37	6.7	15	5.4	22	8.0
Returned Full Time	10	1.8	3	1.1	7	2.5
Returned Part Time	13	2.3	8	2.9	5	1.8
Planning to Return	41	7.4	11	3.9	30	10.9
Not Planning to Return	252	45.5	122	43.9	130	47.1
Graduated Since Intake	5	.9	2	.7	3	1.1
Not Applicable	196	35.4	117	42.1	79	28.6

Reasons for Not Completing Coach Class

Of those youths who did not complete the coach class training, the largest group (42 percent) indicated that they lost interest--a reaction that is all too typical of this group of youths with histories of disenchantment with education of any kind. New employment was given as a reason by 16.8 percent, with smaller percentages indicating reasons including finances, incarceration, returning to school and moved. One-fourth (25.2 percent) indicated other reasons including illness, job conflicts, etc. A higher percentage of Baltimore youths indicated a loss of interest with a large number of Washington youths giving reasons that could not be categorized.

TABLE 37

Reasons for Not Completing Class	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	131	100	62	100	69	100
Accepted New Employment	22	16.8	8	12.9	14	20.3
Entered Armed Forces	1	.8	0	.0	1	1.4
Returned to School	3	2.3	1	1.6	2	2.9
Entered Other Programs	3	2.3	3	4.8	0	.0
Lost Interest	55	42.0	30	48.4	25	36.2
Incarcerated	5	3.8	4	6.4	1	1.4
Could Not Afford	6	4.6	5	8.1	1	1.4
Moved	3	2.3	1	1.6	2	2.9
Other	33	25.2	10	16.1	23	33.3

Moved Since Intake

Seventy-five youths (12.5 percent) relocated residence during the present contract and remained in contact with the project. A much larger percentage (17.7) of Washington youths changed address than did Baltimore youths (7.3), a fact largely attributable to the more transient nature of the nation's capital. A total of 46 youths moved and left no forwarding address, the percentage approximately equal in both cities. Many of these youths left the project area to reside in other parts of the country.

TABLE 38

Moved	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	600	100	300	100	300	100
Yes	75	12.5	22	7.3	53	17.7
No	479	79.8	256	85.3	223	74.3
Unknown	46	7.7	22	7.3	24	8.0

Change in Marital Status–Kinds of Marital Status Changes

The followup data revealed that only twelve youths changed their marital status since intake. They represented only a very small percentage (2.2) of the total and for the most part were from the Baltimore area. Ten of these youths were married while one was separated and another divorced. The fact that the greater percentage of these youths were seventeen years of age and attempting "to find a place" for themselves can be related to the small number of youths who experienced a change in marital status.

TABLE 39

Change in Marital Status	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	554	100	278	100	276	100
Yes	12	2.2	9	3.2	3	1.1
No	542	97.8	269	96.8	273	98.9

TABLE 40

Kind of Change	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	12	100	9	100	3	100
Married	10	83.3	8	88.9	2	66.7
Separated	1	8.3	1	11.1	0	.0
Widowed or Divorced	1	8.3	0	.0	1	33.3

Law Violations Since Intake

Of the 554 youths for whom a followup was completed, 31 or 5.4 percent had committed a law violation between intake and followup. Twenty-two of these youths were from Baltimore and nine from Washington. All of the Baltimore youths were charged with adult violations since the juvenile jurisdiction in that city extends only to the sixteenth birthday. Seven of the Washington violations were adult and two were juvenile since, in D. C., juvenile jurisdiction extends to age eighteen.

Two Baltimore youths and one D. C. youth were placed on adult probation; eleven from Baltimore and four from D. C. were committed to adult institutions; fifteen (Baltimore) and two (D. C.) were detained in adult institutions; and seven Baltimore and one Washington youth received fines in adult courts. Two Washington youths were placed on juvenile probation and one was detained in a juvenile institution.

In view of the educational and socio-economic characteristics of this population of youths at intake, some law violations could have been predicted and the likelihood is that the prediction would have been for a higher amount of legal involvement among these youths than actually occurred.

TABLE 41

Law Violations	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	554	100	278	100	276	100
Yes	31	5.6	22	7.9	9	3.3
No	523	94.4	256	92.1	267	96.7

TABLE 42

Adult Violations	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	554	100	278	100	276	100
Yes	29	5.2	22	7.9	7	2.5
No.	525	94.8	256	92.1	269	97.5

TABLE 43

Adult Probation	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	554	100	278	100	276	100
Yes	3	.5	2	.7	1	.4
No	551	99.5	276	99.3	275	99.6

TABLE 44

Adult Commitment	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	554	100	278	100	276	100
Yes	15	2.7	11	4.0	4	1.4
No.	539	97.3	267	96.0	272	98.6

TABLE 45

Adult Detention	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	554	100	278	100	276	100
Yes	17	3.1	15	5.4	2	.7
No	537	96.9	263	94.6	274	99.3

TABLE 46

Adult Fines	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	554	100	278	100	276	100
Yes	9	1.6	7	2.5	2	.7
No	545	98.4	271	97.5	274	99.3

TABLE 47

Juvenile Violations	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	554	100	278	100	276	100
Yes	4	.7	0	.0	4	1.4
No.	550	99.3	278	100	272	98.6

TABLE 48

Juvenile Probation	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	554	100	278	100	276	100
Yes	2	.4	0	.0	2	.7
No	552	99.6	278	100	274	99.3

TABLE 49

Juvenile Commitment	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	554	100	278	100	276	100
Yes	0	.0	0	.0	0	.0
No	554	100	278	100	276	100

TABLE 50

Juvenile Detention	TOTAL		BALTIMORE		D. C.	
	NO.	%	NO.	%	NO.	%
TOTAL	554	100	278	100	276	100
Yes	1	.2	0	.0	1	.4
No	553	99.8	278	100	275	99.6

SPECIAL REPORTS AND SURVEYS

In this section, four special reports will be presented. The purpose of these reports was to learn more about specific segments of the target population by looking more closely at a sample of these segments. The report includes:

- a military questionnaire which attempts to identify some of the military experiences of a sample of the youths who entered military service and to learn of their career and educational aspirations;
- a survey which attempts to determine the extent to which the project has been able to assist 50 youths with juvenile court records;
- a diary of a coach class which more clearly identifies for persons not participating in the project how such a training program operates by following one class from beginning to end and identifying the major kinds of interaction that occurred during this period; and
- an analysis of coach class participation which looks at attendance, relates it to counseling and identifies the status of youths who completed the class and those who did not.

These reports, we feel, will amplify the data presented in the followup section and further clarify the kinds of challenges faced by the project as it endeavored to assist the target population.

An Analysis of Coach Class Participation

In an attempt to evaluate the counseling process in terms of relevant statistics, the counselors consulted the coach class roll book and the followup statistics. It was hoped that the attendance figures would illustrate the success of the program (in enabling youths to enter the military) as well as relate the effectiveness of counseling in maintaining a high level of interest in this program. The assumption was that the more times a youth attends class, the more he can be influenced to remain until completion. Of the 157 youths referred to coach class who attended at least one time, 24 did not return the second night of training; of the 133 youths who attended two or more times, 18 failed to appear for a third night, etc. Subsequent nights disclosed even fewer dropouts. If the dropout number continues to decrease as the number of classes increases, then the contention that counseling is effective is not altogether unwarranted, although other factors may be influential.

Dropout Rate from Coach Class
(Total 69)

Attended only one class	24
Attended only two classes	18
Attended only three classes	14
Attended four classes or more but did not complete training	13*
*Attended 2-3 weeks (4-9 classes)	10
*Attended 4-5 weeks (10-15 classes)	2
*Attended 6-7 weeks (16-21 classes)	1

From the statistics, it would appear that the crucial period is the first three weeks. If the youth can be encouraged to remain for this period, the chance that he will drop out of class is very slight.

During the statistical investigation the question of what constitutes enrollment and/or participation arose. At intake a youth may enroll in coach class yet never attend, or it is possible that he may attend only one class. Is this youth seriously contemplating on entering the service? Has this youth actually participated in coach class? Evidently there is a need for a definition of participation and enrollment. To satisfy this demand, enrollment and participation are defined synonomously; a youth is not enrolled in coach class until he has participated at least once. One hundred and fifty-seven youths participated at least one night; if participation is defined as attending one or more nights, then the number of youths who eventually complete the program or qualify for the service must be computed against this number. Similarly, if participation is prescribed as attending two or more times, then the corresponding percentages will be higher (due to the exclusion of those who attended only once). The following table indicates percentages of those who completed training and those who qualified for the military based on different interpretations of participation.

TABLE 51

No. Times Participated	No. Youths Participated	No. Youths Completed	No. Youths Qualified
1	157	88 (56.1%)	66 (42.0%)
2	133	88 (66.2%)	66 (49.6%)
3	115	88 (76.5%)	66 (57.4%)
4 or more	101	88 (87.1%)	66 (65.3%)

These percentages do not include 14 youths who participated in the individual tutorial program or the youths who needed assistance with a moral waiver and have entered the military. Of the 88 youths who completed training, 66 (75 percent of those completing class) met all the requirements of the military and have enlisted. The remaining 22 were disqualified for the following reasons:

Failed to qualify on written examination	7
Disqualified for moral or physical reasons	9
Refused for retesting by Armed Forces Entrance and Examining Station	6

Five of those who failed the mental portion of the test did not achieve the necessary scores on the AQB; the other two did not pass the AFQT. If a youth fails to qualify for the military, he is requested to return to the project for further counseling and, if desired, a referral for employment, Neighborhood Youth Corps, Job Corps, etc. The present disposition of these 22 youths is as follows:

Employed	12
Job Corps	3
Returned to school	2
Awaiting waiver approval	1
Incarcerated	2
Idle	2

Sixty-nine youths did not complete training and it is equally important to determine the value of the project to them in terms of constructive assistance:

Employed	39
Job Corps	8
Returned to school	5
Neighborhood Youth Corps	1
Hospitalized	2
Unable to locate/moved	7
Incarcerated	3
Idle	4

MILITARY QUESTIONNAIRE

In April, a questionnaire was mailed to 30 project youths in the military. Twenty-four of these youths returned the questionnaire and several included letters and pictures with their responses. Aimed at determining the youth's orientation to military life and identifying his future aspirations, the questionnaire consisted of the following ten questions:

1. Name
2. Rank
3. Military Occupational Specialty (MOS)
4. Military Service Schools Attended

5. Current Duty Station
6. Do you intend to make a career out of the military service?
7. Are you glad you volunteered for military service?
8. Do you feel that the coach classes you attended before you entered the service were helpful to you?
9. Have you continued your education since entering the service?
10. Do you plan to enroll in classes in the future?

The following information was obtained from the questions:

QUESTION 3--Military Occupational Specialty (MOS):

Washington	Total: 11
Clerk-typist	- 4
Munitions	- 3
Communications	- 3
Warehouse	- 1

Baltimore	Total: 13
Weapons & Deck Division (Navy)	- 1
Firefighter (Navy)	- 1
Munitions	- 1
Internal Guidance & Electronic Repair	- 1
Administration	- 1
Automotive Repair	- 1
Communications (Signalman)	- 1
Medical Supply	- 2
Quartermaster (Cook)	- 2
Basic Training	- 2

Other questions (6-10) were designed to ascertain the youth's motivation to the Armed Services and what plans he had made to improve his status. Although the responses were phrased either "Yes" or "No," some answers were written "Undecided."

TABLE 52

QUESTION 6--"Do you intend to make a career out of the military service?"

	TOTAL	WASHINGTON	BALTIMORE
Yes	10	6	4
No	12	5	7
Undecided	2	0	2

TABLE 53

QUESTION 7--"Are you glad you volunteered for military service?"

	TOTAL	WASHINGTON	BALTIMORE
Yes	22	10	12
No	1	0	1
Drafted	1	1	0

TABLE 54

QUESTION 8--"Do you feel that the coach classes you attended before you entered the service were helpful to you?"

	TOTAL	WASHINGTON	BALTIMORE
Yes	24	11	13
No	0	0	0

TABLE 55

QUESTION 9--"Have you continued your education since entering the service?"

	TOTAL	WASHINGTON	BALTIMORE
Yes	11	5	6
No	13	6	7

TABLE 56

QUESTION 10--"Do you plan to enroll in classes in the future?"

	TOTAL	WASHINGTON	BALTIMORE
Yes	23	11	12
No	1	0	1

One Baltimore youth proposed that mathematics be taught at a higher level than it is at present to benefit those youths planning to specialize in electronics. He stated that such concepts as series, decimals, powers of ten, and square roots should be taught in addition to the regular material. Although this might not prove beneficial to other military occupational specialties, he suggested that a special class be incorporated to teach these concepts. In conclusion, however, he expressed his opinion that all facets of coach class were a great source of help to hin in passing the test and enlisting in the service. Many similar letters have been received from other coach class "grads" and are appreciatively displayed in the training rooms.

SUMMARY

This limited sampling of the youths who entered military service through this project suggests that they received a variety of service assignments. The responses also suggest that almost all of these youths felt that their decision to enter military service was a sound one, though they are fairly evenly divided as to whether or not they should make a career of the military. The youths stated unanimously that the coach classes they attended were helpful to them and nearly half have continued their educations in the military service. All except one youth indicated they had plans for furthering their educations.

The general outcome of this survey indicates that the youths found their experience with NCCY and with the military to be very helpful. These findings support our observations that many youths see this experience as a way of improving their potential and becoming independent and productive citizens.

A Survey of Fifty Youths with Juvenile Offenses

In an attempt to ascertain the extent to which the project was able to assist youths with juvenile court records, a special survey was made of a limited number of these youths. The Project Administrator in each city was asked to identify the first 25 youths with juvenile court records referred to the project under the current contract. After these youths were identified, either the youth or a member of the project staff--with the youth's permission--would obtain a complete record of the charges placed against them and the disposition in each case. When the final followup was conducted for these youths, we were able to find out how well this group, who had been adjudged delinquent or in violation of the law on at least one occasion, had been able to utilize the resources of this project.

NUMBER AND KINDS OF JUVENILE OFFENSES

For the purposes of this survey, the kinds of offenses were designated as offenses against persons (assault, armed robbery, etc.), offenses against property (vandalism, housebreaking, theft, etc.) and a general category to include truancy, runaways, glue sniffing, etc. The following is an indication of the kinds of charges for which the youths had been adjudged guilty:

TABLE 57

Offense	TOTAL	BALTIMORE	WASHINGTON
TOTAL	72	43	29
Offenses Against Persons	10	4	6
Offenses Against Property	40	27	13
Truancy, Runaways, etc.	22	12	10

The 50 youths in the sample had a total of 75 juvenile violations, with a much higher incidence being found among the Baltimore sample where the 25 youths had 43 violations as compared with 29 violations among the same number of youths in the Washington sample. It may be noted that more than half of the offenses (40) were against property. Ten of the offenses were against persons and 22 involved truancy, runaways, glue sniffing, etc.

DISPOSITION

It seemed clear from this sample that probation is a widely used disposition among juvenile offenders. Seventeen of the Washington sample and 23 of the Baltimore youths had at one time or another been on probation to the juvenile courts. Five Washington youths and 16 of the Baltimore group had been committed to a training school or a similar facility for juvenile offenders. Three Washington youths had been fined; however, this kind of disposition is not utilized in the Baltimore juvenile court system. These data suggest that the Baltimore youths had more offenses and the kinds of dispositions they received were more serious in nature. This indicates that there would be more difficulty in placing these youths in military service, employment or the Job Corps.

STATUS AT FOLLOWUP

Despite the obvious difficulties involved in providing assistance to these youths, followup indicates that a fair amount of success was achieved with this group. The following table indicates their status at the time of writing this final report:

TABLE 58

Status at Followup	TOTAL	BALTIMORE	WASHINGTON
TOTAL	50	25	25
Military Service	10	5	5
Job Corps	4	4	0
Employed	16	7	9
Unemployed	10	5	5
In School	3	0	3
Out of Town	5	2	3
MDTA	1	1	0
Incarcerated	1	1	0

Ten of the youths had entered military service, a percentage only slightly below that of the general population which the project served. This suggests that the waiver apparatus used by the military for youths with juvenile and adult records is workable, provided there is an agency such as NCCY to give impetus to the waiver process. Four youths were in the Job Corps; sixteen were employed; three were in school and one was in a manpower training program. The remaining 16 were unemployed, had moved out of town or were incarcerated. This is a larger percentage of "non-productive" youths than in the general population; however, we consider this low in view of the history of these youths and the difficulties involved in offering tangible assistance to youths with court records--be they juvenile or adult.

SUMMARY

In our opinion, this survey indicates that youths with records of juvenile offenses can be helped if agencies serving them have confidence in the youths and if they exert every effort to find meaningful training and placements for them. It is admittedly more difficult than helping youths without this strike against them; however, the needs and the rewards are also greater.

Diary of a Coach Class

The following is a presentation of the day-to-day activities of a coach class sponsored by the Baltimore Youth Services Project of the National Committee for Children and Youth in association with the Adult Education Division of the Baltimore City Department of Education. The class selected for this discussion met three nights weekly, two hours per night, between September 20 and November 20, 1966. This class was of particular significance to the project because it provided an opportunity to experiment with a number of innovations that were suggested at the onset of this contract. The nature of the project (experimental and demonstration) allowed new ideas to be tested and then implemented when their usefulness and practicality were demonstrated. Therefore, while the existing coach class program had been effective, numerous changes were incorporated into this particular class in an attempt to further enhance the success of the total program.

The primary purpose of the coach class was to help youth who had expressed an interest in entering the Armed Forces to achieve this objective. Class instruction, therefore, focused on the types of material presented on the various examinations given by the different branches of the military, more expressly, basic mathematics, vocabulary, tool recognition, and non-verbal reasoning. From the beginning of the second contract, the class was operated in conjunction with the Adult Education Division of the Baltimore City Department of Education; that is, both the instructor and physical space for the class were provided by this agency. This made it necessary for the coach class to follow the planned school calendar as well as to conform to normal school regulations. While the class was made to operate effectively within these guidelines, changes in certain aspects of the program were indicated.

The first of several modifications occurred at the onset of this contract as a matter of necessity. At that time, coach classes were being operated on an eight-week basis and it appeared that the closing of schools for the summer recess would entail suspending the class prior to its completion. In an attempt to rectify this situation, the administration made arrangements to have the class transferred to the project office with instruction being provided by the counselors. The increased staff and facilities provided for in this contract made this arrangement possible as well as practical. While there were certain advantages connected with this move, such as proximity to transportation lines and a more relaxed atmosphere, there were also problems.

The counselors alternated at teaching the class and it was here that a need for more uniform instruction was indicated. As an outgrowth of this problem, a new coach class curriculum was developed. It was a "lesson plan" type curriculum designed to be presented on a twenty-four day (8-week) basis. This insured a program of uniform instruction, thus preventing repetition or omission of material. It enabled the instructor (counselors in this instance) to be familiar with the materials which he was to present as well as those previously presented and those to be presented in future sessions. Although it was a planned curriculum, it was sufficiently flexible to permit supplementary materials to be added as the need was indicated.

At the same time that the new material solved the problem related to uniform instruction, it provided an opportunity to experiment with another innovation. Since its inception the coach class program was faced with the problem of dealing with those youths who desired to enter the military, but had enrolled after a coach class had started. Normally, if a youth were referred to the project and expressed an interest in the coach class, he would immediately be placed in this program providing it had not proceeded beyond its midpoint.

If, however, he were interviewed at a later date he would be placed on a waiting list. Experience has shown that numerous problems result from the utilization of a waiting list. As an example, at the start of each new class, some of the youths who had been placed on the waiting list could not be located; others had been helped to obtain employment and had subsequently lost interest while many indicated that they had simply changed their minds about entering the service. Although it appeared that the problem could be solved by immediately enrolling youths in the class, this was not possible prior to this time. However, with the advent of these new materials, a possible solution to the problem was highlighted. If the coach class were to be operated on a continuous basis, that is with no beginning or ending per se, the waiting list could be eliminated. This idea seemed feasible for a number of reasons. Initially, the materials and instruction dealt with concepts of a basic nature. While the curriculum was so designed that instructions would become progressively more difficult during the 24-day period, the very nature of the materials, even while varying in degree of difficulty, was such that the idea of slotting youth into the class at any time seemed realistic. The flexibility of the materials offered further support to this plan inasmuch as supportive materials could be added to compensate for any problems which might be encountered with random enrollment. Furthermore, the individual tutorial program could also be used to cope with any problems that could not be handled in the coach class setting.

The distinct advantages of operating the coach class on a continuous basis appeared evident. In addition to eliminating the waiting list and related problems, it would enable youths to be considered for retesting on an individual basis. In contrast to the previous coach classes where youths were told that they would be retested when the classes terminated, this plan assigned the counselors and the instructor the responsibility of deciding when a youth had made sufficient progress to be retested. Therefore, the length of time that a youth remained in the class was not only related to his ability, aptitude and motivation, but also to his degree of participation. This would obviously necessitate an increased emphasis on counseling. Since, however, counseling, both group and individual, was an integral part of the total program and two additional counselors had been added to the staff, it was the general feeling that the problems could be dealt with effectively.

FIRST WEEK

This new plan, with all its innovations, was initiated on September 20, 1966 with a total of 14 youths in attendance. While this class was to be different from previous classes, the class members were not atypical of previous class participants in that they presented a variety of backgrounds, experiences, interests and levels of educational achievement. They ranged in age from seventeen to twenty with the greater percentage in the younger age group. Only six of the youths were employed and while five of them were earning the minimum wage, it was significant to note that the other youth, although earning $5.42 per hour, was similarly motivated to enter the service. The educational level of the youths, while generally low, was diverse in that only two had completed school and eight had dropped out; the remaining four, although still attending, were enrolled in special curriculum schools. One youth had been referred to the program and was enrolled in the coach class despite the fact that he had dropped out of the Job Corps, and another had been motivated by the fact that his older brother had completed an NCCY coach class and enlisted in the Navy.

A group counseling session was held to orient the youths to the program. It also provided an opportunity to acquaint them with Armed Forces entrance requirements, test taking procedures and pertinent information about career opportunities afforded by the military. The majority of the group participated actively and the nature of their questions provided insight for future counseling sessions.

Class instruction followed the new curriculum as planned. The youths were initially given a short quiz to ascertain problem areas which might require added emphasis. The instructor then explained that homework would be assigned at the end of each class session and would be discussed during the next class period.

During this initial week, class instruction progressed with little or no problem and the idea of assigning homework which would be reviewed in subsequent class discussions seemed operative. There were no significant changes in the class, enrollment remained the same and the material was presented as planned. During the week, however, two of the class members were referred for employment by the job developer and were subsequently hired. Another youth, who had attended the previous coach class, was retested and qualified for the Navy. He informed the counselor that he would depart for basic training within two weeks.

SECOND WEEK

Four youths were placed in the class during this week. Of this number, three were 17 years of age and only one had not dropped out of school. However, while this youth was still enrolled in school, he had not been attending. At the time of his initial interview, he was accompanied by his mother. She confirmed the youth's statement concerning the poor relationship that existed between his stepfather and himself and the constant conflicts that occurred in the home. He wished to escape this environment by enlisting in the service. The counselor strongly advised that he return to school and at the same time attend coach class sessions.

Two of the other youths presented particular situations worthy of mention. One resided on a farm in a neighboring county and was faced with a problem of transportation. The problem faced by the second youth centered around his sullen, nonchalant attitude and his inability to readily accept suggestions or criticism. The transportation problem could not be solved by the project itself and would necessitate the youth's making suitable arrangements. The second youth would, however, receive help through individual and group counseling sessions. While it was recognized that it is difficult to change one's attitude, it was hoped that through his association with the project staff and more important, the other class participants, some degree of change would occur which would make his service experience a pleasant as well as rewarding one.

The group counseling session conducted this week was military related. It was concerned with the opportunities afforded by the different branches of the service as they applied to the members of the class. From this evolved a discussion of what the members of the class could realistically expect to gain from military service. Just as the class was starting, T. J., a rather confident young man, announced to the instructor and the group that he had decided to go to Officers Candidate School upon entering the Army. He further stated that if he were a little better in English, he would "be there now." The group's initial reaction to his statement was riotous laughter. The counselor, sensing that the young man was serious, decided to use this opportunity to ascertain the group's ideas concerning O.C.S. The question as to whether these young men felt they could enter O.C.S. was put to the group and a lively discussion ensued. One young man stated, "you mean that if you get into the Army, you can't do what you want?" A few youth agreed that one should be able to choose to do as he pleased while the greater percentage considered it unlikely that a coach class participant could enter O.C.S. The counselor interrupted at this point, but only to define for the youth the purpose and some requirements of O.C.S. Another youth, R. M., who was adamant in the belief that T. J. could not qualify for O.C.S., wanted to know what score he had made on the AFQT. After some prompting by the other youths he admitted that it was fourteen, but that he could have done better. This question led the group into a discussion of qualifying scores at which point the counselor acted as factual advisor. Again, when the youth learned that the qualifying score for O.C.S. was sixty-five, it enabled them to defend their argument. T. J. and those in agreement with his point of view, continued to argue their contention. In several instances the discussion left the O.C.S. Program and centered on observance of the law and respect for parents and adults. As the discussion centered on these subjects with clear cut examples from the youths, T. J. and the others were forced to admit that they did abide by some rules and regulations and were not really able to do anything they wanted. The other youths, especially R. M., had skillfully helped T. J. to see the fallacy in his thinking. Although, he probably has had some problems with respect for authority, he had now been helped, to some degree, in this area by his peers. More important, they had used his initial statement concerning O.C.S. in clarifying several confused aspects of his reasoning. Perhaps this guidance will help him, as well as others, in making future plans. The session was considered successful in that it removed many of the misconceptions about the service as well as many that the youths had about themselves.

While experience has shown that the youths with whom we work fail, in many cases, to view problem situations objectively, the counselors anticipate the opportunity to help them "straighten out" this faulty reasoning. The group guidance sessions provide such an opportunity.

As a part of the planned curriculum, mathematical word problems were introduced and it was here that the need for supplementary materials was indicated. Many youths were unable to cope with the word problems at this point because of poor backgrounds in mathematics. As a result, additional materials were added to the curriculum. Fractions, multiplication tables and tables of weights and measurements were presented to the class for review work.

THIRD WEEK

The material for this week consisted of math dealing with installment plans, interest rates and time problems. Thirty vocabulary words were also covered in class discussions as well as in homework assignments. During this week the youths were also introduced to the tool recognition and non-verbal reasoning phases of the instruction.

The class attendance was generally good, but it was noted that a few of the youths had been absent frequently. In order to combat the problem of absenteeism, youths were contacted the day after missing a class session. This contact was made by telephone, letter or home visit. In cases where a youth was frequently absent a counselor would visit the home to ascertain the reason for these absences. In addition, this visit very often enabled the counselor to meet the youth's parents. It was hoped that the parents, many of whom were unaware of their son's participation in the coach class, would encourage them to attend more regularly as a result of the visit.

Absenteeism became the subject of a group counseling session following the absence of several youths during the week. The discussion revealed that many of those youths who were employed were absent because of overtime work. A few felt that earning the extra money was more important than attending regularly while the greater percentage volunteered that they were threatened with the loss of their jobs for refusing to work overtime. Other class participants listed lack of carfare, conflicting work schedules and physical exhaustion as reasons for irregular attendance. All of these reasons were aired and discussed fully in light of the youths' stated goals upon entering the class. The counselor concluded by indicating that although some of the excuses given may have been legitimate, they did not alter the fact that almost without exception, the youths who completed the class and entered the military service were those whose attendance had been most perfect.

At the conclusion of this group counseling session all of the youths vowed that they would make an effort to attend class regularly. Two youths who lacked carfare were referred to the job developer for temporary employment. Both were immediately referred to jobs and hired. They continued to attend the coach class and seemed determined to remain until they had equipped themselves to pass the qualifying tests.

There were no additions to the class, however, one youth who had been out because of illness, returned to continue his training. Another youth qualified for the Army but during the enlistment procedure learned that he would need a waiver because of a law violation. The necessary steps were taken and the request for a waiver was submitted.

FOURTH WEEK

The class continued to function smoothly during this week. The progress that the youths were making became increasingly evident. The youths began to participate more readily in class discussions and were able to do the assigned work much better than when they first began class. The material covered consisted of math problems dealing with linear, liquid and dry measure. Thirty additional vocabulary words were also presented. As in previous weeks, the new words were used in sentence form in a vocabulary quiz after they had been taught and reviewed by the instructor. There was also a review of all the materials covered in class to this point. This was done to help the instructor and counselor determine whether or not the youths were making satisfactory progress and to provide a means of determining which of the youths were ready for retesting.

As a result of the review, it was felt that one youth needed intensive individual tutoring which he could not receive in the coach class. He was therefore referred to the individual tutorial program.

While the other class members showed marked improvement in their ability to do the assigned problems, it was not felt that any of them were ready to be retested. There were no additional youths placed in the class during this week; however, one member of the class who had qualified for enlistment during the first week of instruction departed for basic training. He was the second member of his family to enlist in the Navy after successfully completing an NCCY coach class.

FIFTH WEEK

The coach class was honored by the visit of two former members. These youths had completed the class, qualified for military service and completed basic training. The class members were quite impressed because, for the first time they were seeing youths like themselves who had reached their goals. These young servicemen were asked to speak briefly to the class about their experiences before and since enlistment. Recognizing the value of this type of experience for the present class members, the counselors suggested that they question these graduates about their coach class and military service experiences. Both readily admitted that they had made low scores on the tests and had given up hope of ever entering the service until they were referred to the project. After receiving this second chance to qualify, both worked diligently before, during and after coach class sessions until they were able to qualify. Although their service careers had been brief, they attempted to answer all of the questions asked of them concerning their experiences. The visit of these graduates was a meaningful one for them and also served to motivate the youths in the class.

Classwork was resumed with the emphasis on percentage and tax rate problems and a continuation of vocabulary study. Another session of tool recognition and non-verbal reasoning had also been scheduled and was executed smoothly.

The size of the class was increased by the addition of three youths. Two were employed while the other youth was still attending public school. One of the youths had been known from the previous contract at which time he had expressed an interest in the class, but failed to attend because he chose to enroll in the evening school program.

SIXTH--NINTH WEEKS

The description of the first five weeks of the coach class activities has served to acquaint the reader with the day-to-day operation of this program. During the remaining weeks a total of 17 youths were placed in the class. Three of these youths were high school graduates while three were still in attendance. A set of twins, both of whom were Job Corps dropouts, was included among those newly enrolled members. Other changes in enrollment during this period involved the enlistment of three youths in the military service and the departure of one youth who had been accepted for Job Corps training. The operation and procedures continued to be much the same as previous weeks. The planned curriculum was utilized throughout this period. Instruction became increasingly difficult and supplementary materials were added as the need was indicated. Although several members of the class enlisted in the military service prior to this time, the greater percentage of the youths remained. Therefore, the eighth and ninth weeks were used as a review and evaluation period. Those who successfully dealt with the materials presented in this review were subsequently referred for retesting.

Group counseling sessions, while not structured, were conducted regularly, and for the most part were the outgrowth of problems expressed by the youths. On several occasions, local recruiters were brought in to discuss opportunities afforded by the military service. These discussions were enhanced by the presentation of films which depicted various facets of the military.

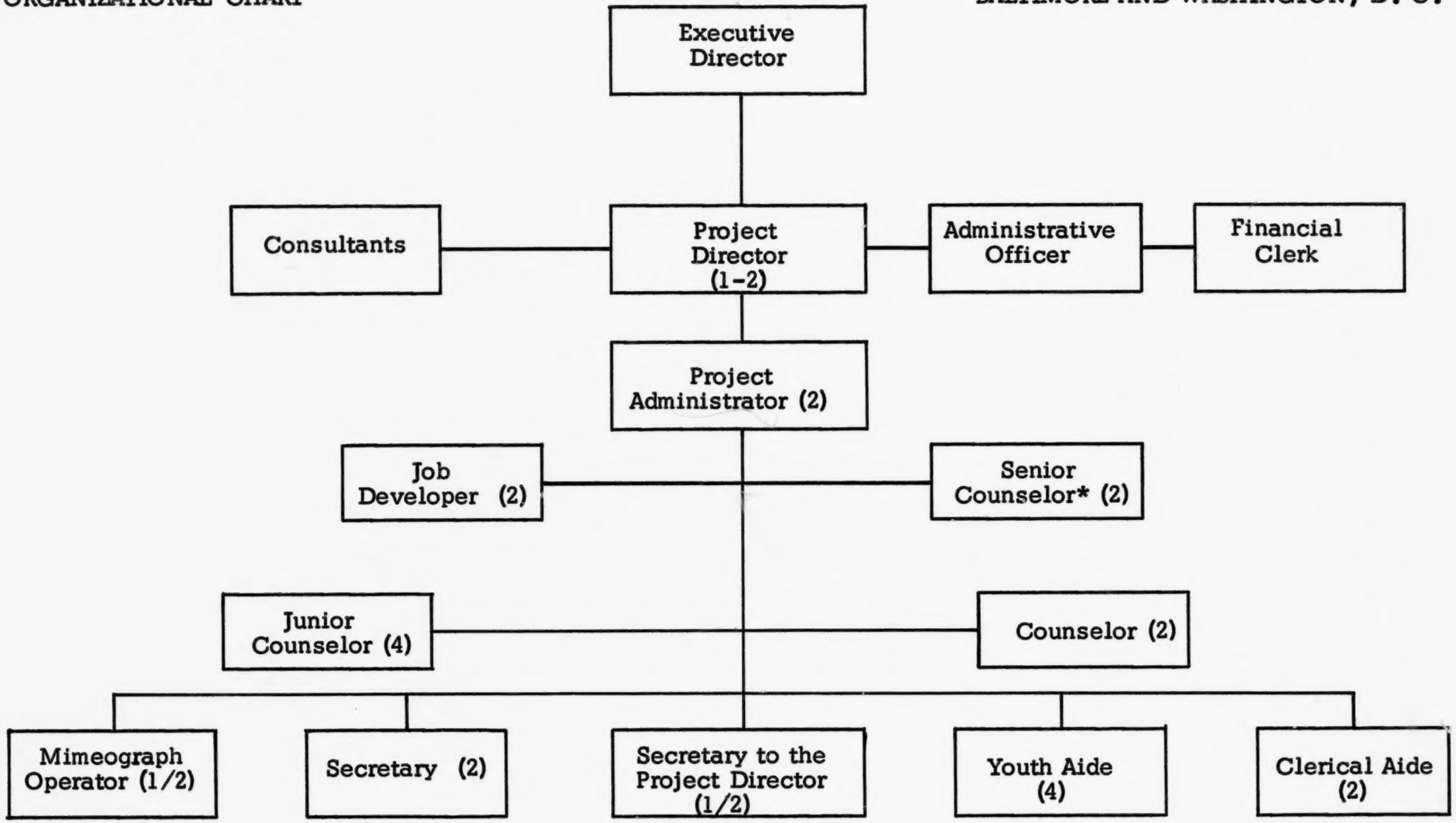
SUMMARY

As initially stated, the primary purpose of the coach class was to help youths who had expressed an interest in the Armed Forces to meet this objective. The period between September 20 and November 20, 1966 was chosen for presentation because it clearly demonstrated the day-to-day operation of the class. In addition, it was of particular significance in that many proposed innovations were initiated, proven successful and subsequently incorporated into the program. The value of operating the class on a continuous basis in addition to the many new ideas which were implemented was reflected by the disposition of those youths who were still in training as of November 20, 1966.

Seventeen of these youths enlisted in the Armed Forces after completing their training. Only two youths completed the class and failed to qualify on the written examination, while another was rejected because of extensive law violations. The majority of the youths who completed the class are now serving in the Armed Forces. Even those youths who were not successful in enlisting gained knowledge from the instruction as well as supportive help from the counseling that would hopefully benefit them in future endeavors.

Most of them are gainfully employed or have decided to return to school. All of the youths who were placed in the class, however, are not gainfully occupied; but it is unrealistic to think that everyone can be helped or even wants to be helped for that matter. The fact that the greater percentage of the youths are either in the service, employed or in some type of training program is evidence that the coach class program has in some way helped these youths to become more productive citizens.

ORGANIZATIONAL CHART BALTIMORE AND WASHINGTON, D. C.


Executive Director
Consultants
Project Director (1-2)
Administrative Officer
Financial Clerk
Project Administrator (2)
Job Developer (2)
Senior Counselor* (2)
Junior Counselor (4)
Counselor (2)
Mimeograph Operator (1/2)
Secretary (2)
Secretary to the Project Director (1/2)
Youth Aide (4)
Clerical Aide (2)

*The senior counselor in Washington was on loan from the Youth Office (USES).

Section IV

Program Development

Baltimore, Maryland

The month of July marked the beginning of a new contract which provided for the continuation of services to rejected Armed Forces volunteers and the introduction of several new aspects to the program. One major innovation was an ongoing working relationship with the Baltimore Youth Opportunity Center which would enable that service to assume the responsibilities of this experimental and demonstration project at the termination of this contract on June 30, 1967. The project staff was also involved in a contractual arrangement between the Bureau of Employment Security and the National Committee for Children and Youth. Under this OMPER funded contract, NCCY trained and served as consultant to YOC staff members from five cities where Armed Forces rejectee programs were established. The cities were Rochester, New York; Chicago, Illinois; San Antonio, Texas; St. Louis, Missouri and Los Angeles, California. The following is an attempt to show how the Baltimore staff fulfilled these major roles during the contract year.

JULY 1966

The administrator under the previous contract was appointed to the newly created position of training coordinator which in turn necessitated other staff changes. The new contract also provided for two additional counselors. These positions were filled by a retired U. S. Army Sergeant with considerable recruiting experience and a recent college graduate with training in the field of education. While the background and training of these persons differed, both added a new dimension to the staff. The youth aide positions were filled by a recent high school graduate who had been referred to the project for services and by a Job Corps graduate who had been referred for the position by the Youth Opportunity Center.

In view of the added responsibilities and modifications of the program, certain procedural and administrative changes were instituted. Because of his recruiting experience and his knowledge of recruiting procedures, one counselor was assigned military liaison responsibilities. The other was assigned to work closely with the job developer. The senior counselor was given the responsibility for coordinating all coach class activities as well as supervising the youth aides. The remaining counselor was to assist the administrator in coordinating the total program.

Qualifying scores for the Army and Marine Corps were once again lowered. This meant that a greater percentage of youths would be passing the examinations and enlisting in these branches. Therefore, the number who were referred to the project would be decreased. In anticipation of this problem, the military liaison counselor was asked to visit recruiters, especially those in outlying sections, to encourage them to utilize the service. The number of youths referred to the project during July indicates that the counselor's effort was highly successful.

The Adult Education Program of the Baltimore City Department of Education, through which the coach class program had been operated, recessed for the summer on July 27, 1966. At that time a significant number of youths were enrolled in the coach class; therefore, arrangements were made to transfer the class to the project office in order that it might be continued through the month of August. During the interim, the counselors were responsible for teaching in addition to their regular duties.

AUGUST 1966

During this month two groups of trainees from Rochester, New York and Chicago, Illinois were in Baltimore for three weeks of training. The groups consisted of nine experienced persons who had responsibility for establishing similar projects in their respective cities. While the training was the responsibility of the training coordinator, the project staff was effectively utilized in this effort. The project administrator, who had previously worked as a senior counselor was called upon to discuss the various aspects of the coach class program. In addition, the trainees spent five days in on-the-job training.

Recruitment continued to be highly successful due to the new techniques that were initiated during the previous month. One of the most important innovations in this area was the utilization of the "Daily Disposition Sheet." This sheet is circulated by the Army Induction Center to local recruiters to inform them of the results of the previous day's testing. The sheet provided the military liaison counselor with the names of any youths who failed to qualify on the written examination.

The coach class continued to function well under the direction of the counselors. There appeared to be no noticeable lag in the instruction during the summer while the counselors were teaching the class. Plans were made to return the class to the local high school for the instruction that would begin in September when the evening school reconvened. Several referrals were made to the Youth Opportunity Center for MDTA training only to learn that the program had been temporarily discontinued because the budget for 1967 had not been approved. A new training program (Opportunities Industrialization Centers), that showed a great deal of promise, had been started in the city. It was scheduled to begin operation by November, 1967.

The individual tutorial program (see Section V) was introduced into the program as a result of need for a program that would aid youths unable to attend coach classes. A counselor who had teacher training was assigned to this task and subsequently set up a program that provided assistance to all youths who could not attend the evening coach class or found the coach class instruction too far advanced. The program was started on an experimental basis, but could be made permanent should it prove to be workable.

SEPTEMBER 1966

The coach class held on an experimental basis in the project office during the month of August proved to be quite successful. The counselors felt that the office offered a better training site because of its central location in the downtown area and the non-school atmosphere which it projected. As a result of this apparent success, arrangements were made with William Rawlings of the Adult Education Division of the Department of Education to continue class sessions in the project office utilizing the instructor who had taught the previous coach classes.

The August coach class experiment highlighted the need for a complete reorganization of materials. Two counselors volunteered to work on this problem and set out to construct an eight-week curriculum. Their idea was to provide sufficient material to thoroughly cover all phases of the test. This included systematically arranging material for each class session including daily lesson plans and home assignments. On September 19, when the coach class reconvened in the project office with the regular instructor present, the new material was first utilized.

Job placements with better wages became less difficult to secure for youths who were interested only in employment. The job developer attributed this change to several factors, the most important being vacancies in jobs in Baltimore because of the Armed

Forces manpower buildup of the war in Vietnam. Many of the jobs offered a chance for training and advancement.

OCTOBER--NOVEMBER 1966

A considerable amount of time was spent during this period planning for the eventual transfer of the project to the Baltimore Youth Opportunity Center. Several meetings were held with Mrs. Sarah Browne, YOC manager, Hal B. Shear, the assistant manager and Jerry Collins, a counselor on the staff. Mr. Collins, head of the Selective Service Rejectee Project, was slated to be head of the new project when it would be phased into the YOC. The purpose of the meetings was to determine how the YOC staff selected for this project could become familiar with the various phases of the project in order that the transition might be made in an orderly fashion. Mrs. Browne expressed an interest in the present staff and was hopeful that many of them would remain after the transfer. This possibility was discussed at length and she was supplied with detailed information concerning the educational background and experience of each staff member.

Recruiting continued to be a trouble-free area in that the number of referrals for the period increased over the comparable period during the previous contract. At the same time, referrals were not being made to the MDTA or the OIC programs. This may have been responsible for coach class enrollment which increased to the point where there was an average of twenty-five youths attending each session. The success of the class can be measured by the fact that at the time of writing this report, thirty-one youths qualified for the military service.

DECEMBER 1966--JANUARY 1967

Preparation for the phasing of the program into the Youth Opportunity Center continued to be the major focus of activity during this reporting period. In addition, the second group of trainees from Los Angeles, California and St. Louis, Missouri, arrived in Washington, D.C. to begin training with the project. Unlike the previous group, this one was based in Washington and received most of the training in Washington. The Baltimore staff played a supportive role in the training. Several of the staff members spent two days with the staff discussing the various aspects of the project. In addition, they were given the opportunity to view the individual staff members functioning in their respective roles and to observe the coach class.

The focal point of the Baltimore Youth Services Project was still the coach class. The idea of a continuous class, that is a class in which youths are enrolled at any time proved to be highly successful. Other innovations that began on an experimental basis such as new materials and the location of the class became permanent parts of the program. During the Christmas recess the counselors again volunteered to teach the class for two additional weeks after the youths voted to continue during this period. The effectiveness of the new innovations and this type of effort has resulted in a record number (22) of youths qualifying for the military service during the two-month period.

FEBRUARY--MARCH 1967

The attention of the staff was centered on conferences, the training of staffs from San Antonio, Texas and Chicago, Illinois and the preparation of materials for the final report. In addition to its participation in a conference on groupwork, the professional staff members visited with the staff of Project Challenge at the Youth Center, Lorton, Virginia. This is also an NCCY experimental and demonstration project where emphasis is placed on the training of inmates for employment in skilled trades upon their release from the institution.

In addition to the many responsibilities related to the termination of the project, the staff members were involved in seeking employment after completion of the phase-out process. Some expressed an interest in remaining with the project while others made definite commitments to other employers.

APRIL--MAY 1967

During this reporting period an even greater emphasis was placed on plans to phase the project into the Youth Opportunity Center. In carrying out this responsibility the administrator was in touch with Mrs. Browne, YOC manager, in an effort to work out details. The plan, at this date, had not been finalized, but the Bureau of Employment Security officials recently met with representatives of the YOC and the Maryland State Employment Service for the purpose. Mrs. Browne indicated that the staff might consist initially of not more than three persons, and hoped that at least one of our staff members would transfer to the YOC as they took over this program. Two of the staff members indicated their willingness to do this.

The second major emphasis of the staff was on the compilation of materials and statistics for the final report. Many of the reports were completed during this time.

The intake for this reporting period was 55. The referrals came mainly from the Army and Navy recruiters. The highest percentage of referrals were from the Army recruiting stations. The intake for April and May exceeded the same months of last year. The coach class continued to operate on a continuous basis with an average attendance of 20 youths. Two graduates of the program in the Army returned on leave and spoke to the youths in the coach class. On another evening Sergeant Burton, one of the local recruiters, showed films and discussed military life with the youth.

There were no new vocational training slots available during these months. Job Corps was the most dependable program available for training referrals in the community.

The job development picture continued to be successful as vacancies were readily available. As a result, 17 youths were placed on jobs.

Washington, D. C.

The development of services in the Washington Youth Services Project is reflected in the following summaries of the monthly and bimonthly reports to the Office of Manpower Policy, Evaluation and Research. In this section these summaries give the general development of the program.

JULY 1966

The third experimental and demonstration program, which provided for the continuation of the Youth Services Project in Washington with innovations involving planned liaison and phase out of the Youth Office of the United States Employment Service, started officially on July 1, 1966.

A second contract between the National Committee for Children and Youth and the Bureau of Employment Security enabled NCCY to provide training for Youth Opportunity Center personnel from five cities who subsequently set up programs for volunteer rejectees in their cities.

With the advent of the new contract the following personnel changes were made: Leon Leiberg, former project administrator, was appointed director of Project Challenge, a program at the Lorton Youth Center sponsored by NCCY and jointly funded by OMPER and the Department of Health, Education and Welfare; Rayford J. Myers, senior counselor, was appointed project administrator; Barton Straus, who had formerly worked with the project on loan from the Youth Office of the United States Employment Service, accepted an appointment as job developer and assistant training coordinator; Ralph Anderson, a youth aide, was made a junior counselor. A new receptionist-typist and two new youth aides also joined the staff.

Continuing the trend shown in previous contracts, the majority of the referrals came from the Army and Marine Corps Recruiting Stations. The total intake for this particular month was somewhat lower than the number referred the previous year. This was due to the lowering of standards, the fact that the Air Force and Navy had limited manpower needs at the time, and the increased number of employment opportunities in the Washington, D. C. area for this particular population of youth.

An innovation was the assignment of the junior counselors to hold group counseling sessions for those youths who could not get into the coach class program. These groups were set up by the junior counselors in order to sustain the youth until the next class began and to keep him in contact with the program. The youth were helped with personal problems and were provided with group and individual coaching toward military entrance requirements. They also arranged appropriate field visits for the youth.

The coach classes were taught by instructors provided by the District of Columbia School System. Classes were held in the project offices and met three nights weekly for three hours each night. Remedial English and mathematics were the basic subjects with the project administrator instructing bi-weekly in the areas of abstract reasoning and tool recognition.

Job development was an important service to the youths as many of them were in need of immediate employment. After they were placed on a job, it was possible to set up a program for them involving a more far-reaching vocational goal or the possibility of entrance into the Armed Forces. Prior to the job interview, the youth was counseled in regard to employment interviews and the prospective employer's expectations, advised on such matters as tax deductions, how to dress for the interview, employer-employee relationships, and the importance of being punctual.

The job developer obtained jobs by:

. keeping in contact with the shopping districts, store managers, etc., and keeping them informed on the project and the services offered;

. using the newspaper as one of the main resources for employment opportunities; and

. maintaining liaison with all of the employers with whom a working relationship had been established.

In this third contract, followup interviews were conducted on each youth six to eight weeks after intake. Home visits and individual and group counseling sessions continued to be a valuable process of evaluating youth prior to a formal followup.

During this period the youth aides attended a two-week training session so they would be better equipped to handle the followup interviews. Areas covered in this in-service training program included:

. the purpose and background of NCCY and the project;

. the contract plan;

. the Intake Record Form;

- the role of the youth aide as it affects the achievement of project objectives;

- entrance standards for Selective Service and the various Armed Forces branches (Included here were discussions of physical examinations, written examinations, and the effects of court records upon service entrance);

- role play sessions (the youth aides sharpened their followup techniques by interviewing the counselors, who assumed the roles of either youth, parent, landlord, or any other person likely to answer); and

- field work during which the youth aides were instructed and observed by the counseling staff.

In addition, visits were made to recruiting stations and other youth-serving agencies in the Washington area.

AUGUST 1966

The position of senior counselor was filled by Stephen Webb, a placement specialist, on loan to the program from the Youth Office of the United States Employment Service. Under an agreement between the National Committee for Children and Youth and the Youth Office, he served as a member of the staff of the Youth Services Project but remained under the supervision of the U. S. Employment Service. This arrangement was made so that when the program would be phased out to the Youth Office of the Employment Service, there would be a continuity of services to the youth.

The total intake for the month was forty-three. These youths were referred from the Armed Forces Recruiting Stations after they had failed the Armed Forces Enlistment Screening Test. The Enlistment Screening Test covers five areas, English, arithmetic, tool recognition, and blocks and patterns. A second source of recruitment, which involved a continuing relationship with the Armed Forces recruiters was to serve those youths who had failed the Armed Forces Qualifications Test. These youths in turn were sent letters asking them to report to our offices if they were interested in our services.

During the month of August, the counseling staff divided most of its energies between the evening class and the pretraining counseling groups. A practice screening test was administered to the youths by a local recruiter. This served a dual purpose of familiarizing the young men with test conditions and indicating areas where efforts should be concentrated. Another role of the counselor during this period was to provide information to the group visiting the U.S.S. Drum, a submarine at the Navy Yard. The trip was pleasant and of educational value to the youth. It also strengthened the goal of the youth to enter the Armed Forces.

During this month there were some internal problems as the teachers who were provided by the D. C. School System were frequently absent. Another similar problem was that the mathematics instructor went on emergency leave and did not return. His replacement, though efficient, took quite a while to develop communication with the youth.

Youths who were unable to participate in the evening program because of job conflicts were permitted to come into the office any time or any day for help. There were four counselors available for tutoring. In this tutoring program the youth was given a lesson book to take home and asked to complete the various sections. At the youth's convenience, he returned to review the exercises and was given another book to complete. This continued for a period of six weeks; and, when the youth improved, he was retested for the Armed Services.

The followup home visits made during the month of August were made primarily on youths who were enrolled in the evening program and who were absent a number of times. These followups aided in getting the youths to return to class or enabled the job developer to place them on jobs because of their loss of interest in the program.

SEPTEMBER 1966

During the month of September an increasing number of graduates of the program visited the project office. In most cases, these were graduates who were serving in some branch of the Armed Services and were home on leave. Where possible, arrangements were made for these graduates to speak to the evening class in order to relate their experiences in the Armed Services. At another time an officer from the U. S. Army who had just returned from Vietnam talked to the evening group.

At this date 115 youths had enrolled in the program which was a somewhat smaller number than anticipated.

During this month it was found that the youths who attended the evening program very often came to the office two hours early. As a result of this and to keep order in the office, a multipurpose room was set up where the youth could assemble and study, play games or just relax while waiting for the class to commence.

An interesting sidelight which really started in August, came about in September. During the month of August the project administrator planned a party for the youth in the evening class. The night of the party very few youths showed up. At one of the following group counseling meetings, one of the youth brought up the subject and told the others that they should be ashamed. Through discussion they realized their lack of responsibility and in the next few weeks planned a surprise party for the administrator to show their appreciation. Each of the youths contributed and with the aid of the project secretaries the party was a fine success.

A new class started September 12. Cohesiveness seemed to develop rapidly between members of the group and at their second meeting they decided to elect officers. These officers were responsible for enforcing attendance and keeping a check on the other members concerning discipline in the class.

Although the class seemed to be an excellent one at this point, there were a great many problems encountered in trying to interest the youth. Besides the normal office contacts and personal followups, each youth was contacted at least twice by mail. Thirty-nine letters were sent on September 10 inviting them to join the new class. The response was poor, so an additional 17 letters were sent to those youths passed over on the first mailing. When the response was still poor at orientation, approximately 55 short letters (see Appendix p. 132) were sent announcing the first regular class meeting. The telegram format was developed by the project secretary in an effort to motivate the youths to respond immediately.

During the summer it was thought that in September the classes would be held in a public school building. However, when September rolled around and this plan was evaluated, it was decided that the informat atmosphere of the project offices combined with the accessibility of records and supportive services made offices at 625 F Street, N.W. a better location.

Job development and placement during this month were slow. Most intakes were already employed or simply were not interested in working. During this time an excellent arrangement was established with the General Services Office for referrals of longer than temporary duration. They agreed to provide on-the-job training and a variety of benefits. An arrangement was also established with the Urban League where jobs they were unable to fill with their applicants, could be filled by our youth.

The project had an increasing number of visitors during the month. This included youth formerly with the program and personnel from California, Missouri and Texas who were in Washington for a two-day conference with the Bureau of Employment Security, U. S. Department of Labor and the NCCY Youth Services Project staff. Staff members of the Department of Defense who were planning their new program also visited the project during this time.

OCTOBER 1966

During the months of October and November, 68 youths were referred to the program. Because of the lowered standards of the Armed Forces, it was thought there would be a drop in the referral rate. At this date, a total of 185 youths had entered the program. The bulk of the followup visits made during this period were performed by one youth aide as the other youth aide had been drafted into the Armed Forces. During this time the junior counselors shared some of the followup assignments. Toward the end of the month a second youth aide was hired.

Counseling, being an important part of the Youth Services Project, workshops were set up once a month for the staff to evaluate counseling activities and techniques and to share new developments. Throughout each month the staff was encouraged to visit other community agencies in an effort to find new services to better serve the youth in the program and maintain liaison with these agencies.

In order to streamline the services of the project staff to the youth, some changes were made. The senior counselor and the project counselor shared the responsibility of job placement. Three days per week the senior counselor worked from 12:00--8:30 because the coach classes were held from 5:30--8:30. On these days, the project counselor assumed the role of job developer to cover the morning hours. This arrangement enabled a job placement specialist to be available at all times during the day and evening hours.

Specific orientation activities during this period included:

. a joint meeting of the staff of the Baltimore and Washington projects to share techniques and methods used in each program;

. field visits to Barney House by the administrator and senior counselor;

. workshop with the classroom teachers;

. field trip to various District of Columbia Public Schools;

. inservice training for counselors and youth aides;

. meeting at the District Building to review the possibility of a job bank in the District of Columbia involving nearby agencies;

. an interview with Mr. Raspberry of the Washington Post regarding the project (see Appendix p. 136);

. a visit to the evening class by Vista Volunteers from Project Challenge; and

. field visit to Lorton Reformatory by the project administrator.

During this period the structure of the evening classes was changed. In the past these classes were set up to run for a specified period of time, at the end of which the class would be tested as a group. Those students who improved sufficiently would be sent to Baltimore for the Armed Forces Qualifications Test and those who succeeded in passing the test would enter the service. This class contained those youths who had been waiting for a training slot as well as carry-overs from the former class who were unable to enter the service. The change was that the class was run on a continuous basis and as youths came into the program, they could be slotted into the evening class. Despite improvements in the program, the absentee rate was high because employers expected the youths to work overtime during the holiday season. It was also found that because of the war in Vietnam, parents were less interested in seeing their sons get into the Armed Services.

The arrival of the long awaited overhead projector improved the teaching of tools, necessitating a whole new group of visual aids which were developed by the staff and put into use in December.

During the month, changes were made in the followup procedure as follows. A thorough review of each file was made by the youth aide and the senior counselor prior to the actual followup. This served the dual purpose of helping the aide acquaint himself with the person he would meet at the interview and also helped to pinpoint areas the aide should emphasize and completely cover in the interview.

OCTOBER AND NOVEMBER 1966

Upon completion of the followup, the form was turned in to the junior counselor for checking. If there were any mistakes or areas of interest which differed between the intake and the followup, it was returned to the youth aide for another followup visit. If it was found complete and satisfactory, it was then given to the senior counselor for another review. If the followup was found satisfactory, it was placed in the youth's personal file.

DECEMBER 1966 and JANUARY 1967

During the months of December and January a total of 45 youths were referred to the project.

The relationship between the project and the D. C. Board of Education which provided instructors for the coach classes remained excellent. From mid-December to early January the project offices were frequently visited by coach class graduates who were home on leave for the holiday season. They came from bases scattered across the country and from as far away as Vietnam. These visits by former graduates gave members of the coach class an opportunity to get firsthand information about the military.

During this month the NCCY Training Project was visited by members of the Youth Opportunity staffs from St. Louis and Los Angeles. They were in Washington going through the NCCY Training Program after which they set up programs for volunteer Armed Forces rejectees in their own cities. Their training schedules included two days of on-the-job training with the local project staff so that they might work with the program in operation and with some of the youths in the target population. In addition to being included in the normal daily operation of the project, they participated in the evening class instruction and the group counseling.

On January 4, the staff was invited by the United States Employment Service to attend an orientation program given by Rev. David Eaton's Opportunities Industrialization Center in Washington, which is also known as the Washington Institute for Occupational Training. It is a valuable resource for those wanting to pursue a trade rather than the Armed Forces. The center offers training for a variety of trades, and guarantees placement to the trainee in a training-related job upon his successful completion of a vocational course. The O.I.C. is a community action training program conceived and developed by indigenous people to help themselves. It is an independent facility supported by grants from Office of Economic Opportunity, U. S. Department of Health, Education, and Welfare, the U. S. Department of Labor and private and public philanthropy. The training programs are made to parallel the latest knowledge and techniques of industry with a professional staff providing counseling, job development and placement after completion of training.

Another event of the month was the Christmas party held at the project office. Although a staff party, it developed into a reunion. The evening class, former project students who were in the Armed Forces and home for Christmas and local Armed Services recruiters attended.

The bulk of the case load for this month was received from the various Metropolitan Army Recruiting Stations. A small percentage were also directly referred by the Selective Service System of the District of Columbia.

During this period, one field trip to the Armstrong Education Center was arranged for the coach class. The class received instruction at Armstrong concerning the automobile chassis, front and rear ends and the braking system. The parts and function of the engine and ignition system were covered by one of the instructors with the aid of the counselors. On Thursday, January 5, Mrs. Margaret Pollard of the District Department of Public Health came in to present information to the coach class on venereal disease. This type of program was very informative and essential to the population of the youth we served. Arrangements were made to have a recurring series of these programs so that Mrs. Pollard could present this information to each new group.

Job development and placement for most of the month of December was slow. This was due primarily to the easy availability of jobs in the Washington area during the holiday season. The second week in January saw a quick change in the job placement pattern. Most of the youths seeking employment were out of work because of post Christmas layoffs. This generally held true for those already enrolled in the project as well as new intakes. Although there was a general feeling that lowered draft standards brought a lower caliber of youth into the program, there seemed little difficulty in placing interested youth in full-time jobs. Quite often, however, it seemed that placement on a "decent" job often served many of the youth's immediate problems and he did not return to coach class and lost interest in entering the Armed Services.

FEBRUARY and MARCH 1967

A total of 55 youths were referred to the project during these two months. The majority of the referrals came from the Army and Marine Corps recruiting stations.

In conjunction with the NCCY Training Program, the project was visited by members of the YOC staffs of San Antonio, Chicago and Washington, D.C. These YOC staff members were in Washington, D. C. for staff training after which they set up programs for Armed Forces volunteer rejectees in their own cities. They spent two days in on-the-job training and participated in the evening classes.

Another event during this reporting period was the inservice training of the Washington and Baltimore staff conducted by Dr. Harold Walker, director of the University Counseling at Howard University. The theme of the workshop was "The Use of Individual and Group Techniques in Assisting Rejected Armed Forces Volunteers." The following was his outline of presentation:

INTRODUCTION

A. Discussion of the two basic counseling approaches
B. Differentiation between these two approaches
C. An eclectic approach to counseling

FUNDAMENTAL LEVELS OF COUNSELING

A. Structuring and building rapport
    1. Confidence building
    2. Establishing a level of communication

B. Exploration of problem--clients
   1. Freedom to explore all related problems
   2. Freedom to discuss what is on his mind
C. Decision making
D. Discussion of decision
E. Trying the decision (solution)
F. Followup

GROUP COUNSELING

A. Understanding Group Dynamics
   1. Counselor's behavior
      a) Stating the issue or question to be discussed
      b) Moderating
      c) Clarification and development of ideas
      d) Provides information
   2. Client's behavior
      a) Frequency and volume member's responses
      b) Group influence
      c) Appeal of individual members
   3. Discussion content

The area of job development and placement remained the same. Of those youths who were actively seeking employment, there was little trouble placing them in stopgap jobs or in more permanent positions depending upon what the youth wanted and what his qualifications merited.

In the December--January report a number of changes in the structure of the evening class were discussed and were later implemented. First amont those was the formation of a class scheduled to run for six weeks. Youths would not be slotted in for training after the class had been in progress for two weeks. Previously, training had been conducted on a continuous basis, thus permitting a youth to enter the class at any time and remain with the class until he was ready to retake his service examination. Problems arose in the continuous class, however, which the staff felt could best be solved by the formation of separate classes with specific starting and ending dates. It was felt that a strong sense of group identification would bolster poor class attendance and be more likely to maintain the motivation and morale of the potential dropout.

A second change in the new class concerned the placement of a greater emphasis in counseling upon group dynamics and the emergency of class leaders. Here again, it was hoped that increased group interaction and the emergence of leadership within the training group itself would have a positive effect on both the attendance and dropout rates.

In addition to these changes in the training program, the contents were altered. Tool recognition and abstract reasoning were taught at least once a week. The relative ease with which tool recognition is learned, and the obvious relevance of tool recognition to armed forces tests served to help motivate the students. Team teaching was utilized by the staff. The staff participates in the classes, with the degree of participation varying from simply the grading of papers to providing individual remediation, assisting in the formation of lesson plans and materials, and occasionally, even providing portions of the lectures themselves.

APRIL and MAY 1967

There were a number of staff changes during this time. As a result of the termination date of the contract June 30, 1967, William Brockenberry, junior counselor, resigned to take a position with District of Columbia Junior Village as counselor. Two secretaries resigned for maternity reasons. A new secretary was hired who would remain with the project until the end of the contract. The project administrator discussed with the Youth Office,

U. S. Employment Service their needs for teachers for the coach class when they assumed the program.

During this report period, a basketball game was held between the staff and the local recruiters. Even though the staff won the game, the recruiters were interested in future competition.

Maximum cooperation was received from the D. C. Selective Service in helping youths who needed waivers because of police records in order to be eligible for retesting at the AFQT level.

The intake for April and May was approximately 50 youths. A coach class terminated in April and the youths in the class planned and contributed to their termination party. Certificates of completion of training were presented to the youths. On April 17 a new class commenced with 29 youths enrolled. During the month a former youth aide who had been on the staff and was serving in the Army returned and spoke to the youths about Army life. The same evening a film entitled, "This Is How It Is" was shown. This film depicted the life of a recruit during basic training by following a group of trainees from day to day through the basic training activities. It also included comments by the recruits themselves which gave the audience an excellent perspective on the motivations and aspirations of the recruits as well as the hardships and anxieties they have to undergo. The new class developed a great sense of cohesiveness and decided to elect class officers. They also started a weekly contribution to their treasury so that they might have a party at the end of the class.

The counselors were actively working with the current youth in the program so that these youth would either be in the Armed Forces or on jobs by the end of the contract. This class showed a great eagerness to get into the Armed Forces even though they knew they might be sent to Vietnam.

With the approaching termination date of the contract, June 30, 1967, the staff was busy coding intake and followup information in order to formulate the statistics for the final report. This also meant that followup information which was not completed had to be brought up-to-date for statistical purposes. Although a great deal of time was spent in compiling information about the youth in the target population, the other services of the program continued according to schedule.

Section V

Summaries of Case Studies

In viewing a program such as that of the Youth Services Project of the National Committee for Children and Youth, considerable insight can be gained from methodological and statistical outlines of the project population and project services. This view would be incomplete, however, without some confrontation with the personal and very human problems which arise in the lives of individuals served.

Following are a number of brief case summaries. Some are more representative than others of the needs and efforts of the project population, but together these summaries present a fair picture of the ambitions, struggles, successes, and failures of armed forces rejectees.

CLORESTER W.

Clorester, a seventeen-year-old youth, was referred to the Baltimore Youth Services Project by a Navy recruiter after failing in his attempt to enlist in the Navy. He failed the screening test (AQT) with a score of 21. Clorester was highly motivated in his desire to enlist in the Navy, and because of this, was very disappointed in his failure to qualify. He had an older brother serving in the Navy who enlisted after attending the project coach class. Clorester felt that the Navy offered him an opportunity to "better himself" and learn a trade that would benefit him when he returned to civilian life. He also wanted to get away from his present environment, feeling that he would eventually get into trouble if he remained in his community.

Clorester was the fifth of six siblings and lived with his mother and stepfather. His father's whereabouts were unknown. His family life was a rather stable one. Both parents were employed full time; the mother as a maid in a hospital, and the stepfather as a government employee at Ft. Holabird. Clorester stated that he had no problems at home and had a relatively happy home life.

This young man was still attending school full time, but had decided to drop out because he had recently failed the eleventh grade and would have to repeat that grade if he returned to school. During the initial interview the counselor talked with him about his intentions and stressed the importance of a high school education. Clorester finally decided to return to school in September and remain until he qualified for the Navy. He also requested that he be enrolled in the coach class.

Clorester began coach class on August 22, 1966. Unlike most of the youths who were usually doubtful or lacking in confidence, he was sure of himself and determined that he was going to pass the exam when retested. From the very beginning, he participated freely in the classroom discussion. He was weak in all areas, but needed tutoring mainly in mathematics. The counselor observed him closely in class and noted that he was having trouble working math problems dealing with percentages. Clorester was given individual tutoring in this area until he became very adept at solving problems of that type.

Clorester returned to school in September as he stated he would and still attended coach class regularly in the evenings. After four weeks in class the teacher and counselor agreed that his hard work had paid off and he was now ready to be retested. The counselor arranged with the Navy recruiter for Clorester to be retested.

He was given the screening test on September 21 at a local recruiting station and passed the test with a score of 36. He was then scheduled to take the AFQT the next day.

Clorester successfully passed the Armed Forces Qualifications Test (AFQT) with a score of 22 along with qualifying on the aptitude test (AQB) with four 90's. He completed processing for enlistment the same day and was tentatively scheduled for enlistment in October.

Clorester enlisted in the Navy on October 13th and departed for boot training at Great Lakes, Illinois. When last seen, he was a very happy young man and seemed proud that he too would be serving his country with his brother as a member of the U. S. Navy.

SANDY Z.

Sandy was an eighteen-year-old youth who had failed in his attempt to enlist in the Marine Corps with a screening test score of 14. Sandy had been offered services under a previous contract. At that time, he was referred to the coach class as well as being advised to remain in school. Sandy attended two coach classes, but failed each time in his attempt to enlist. His main problem was that his attendance was sporadic despite efforts on the part of the counselor to persuade him to attend regularly. After dropping out of the last coach class, Sandy was not heard from until he was brought to the office by the Marine recruiter after failing to qualify for the fourth time.

The counselor talked with Sandy about his previous coach class experiences and tried to show him that he did not get the full benefit from the class because his attendance was irregular. After counseling, Sandy stated that he would attend class on a regular basis.

The intake interview revealed that Sandy had left school since our last contact with him. He claimed that he lost interest in school and was ashamed of the fact that he was only in the ninth grade at age eighteen. He had not worked since dropping out of school, but did not seem overly concerned about being unemployed. His only desire was to enlist in the Marine Corps. He felt that it would give him status and a chance to "be somebody" and make something of himself.

Sandy, who was the oldest of six siblings, was still living at home with his parents in a low-income, deteriorating neighborhood in the eastern section of the city. His father was employed as a truck driver and his mother worked in the dietetics department in a hospital.

Sandy began his third coach class in September. Unlike his previous coach class experiences, his attendance was regular. His progress in the class was moderate although he tried hard. He seemed to be somewhat doubtful of his ability to pass the test, because of his past failures. The counselor worked individually with him mainly trying to reinforce his confidence and help him to feel that he could do the work. As the weeks progressed, it was noticed that Sandy had made a great improvement in his classroom work. He was more confident and seemed to be proud of his progress. He participated more in class and volunteered readily to work the problems on the board in front of the class. After eight weeks in class the teacher and counselor agreed that he was ready to be retested.

Sandy was retested at a local Marine recruiting station in November. This time, he passed the screening test with a score of 29. Arrangements were made for him to take the Armed Forces Qualifications Test (AFQT). Sandy passed the AFQT with a score of 16. He also qualified on the aptitude test (AQB) scoring two 90's. Sandy processed for enlistment the same day.

He departed for basic training at Parris Island, South Carolina the very next day. When he came into the office the day prior to his departure to inform the counselor of his success, he was a very proud young man. It was a rewarding experience to feel that in some small way the Youth Services Project had helped this young man to achieve his goal. Another factor in his success however, was his determination and courage in meeting the challenge although he had experienced defeat and frustration in his earlier attempts to enlist.

STEPHEN J.

Stephen was referred to the Baltimore Youth Services Project after failing the Army Qualifications Battery (AQB). Although the youth had achieved a passing score of 16 on the AFQT, he had not managed to secure the required score on the battery to qualify him for military service. Working at night disqualified him from participating in coach class, but the youth was told that the individual tutorial program was available if he were interested in securing the necessary education to pass the battery. Realizing that his ninth-grade education was insufficient to obtain better employment, Stephen viewed the military as a means by which he could improve his education and gain vocational experience.

Stephen was well versed in the mechanics of elementary arithmetic, but his slow reasoning ability arrested his solution of word problems. Since the AQB is a series of tests emphasizing speed, Stephen's slow pace hampered him in passing the battery. A considerable amount of time was spent analyzing various types of problems and alternatives to their solutions. Once Stephen became aware of these methods, he gained mastery over them, and, as a result, increased his speed significantly without making careless errors. English vocabulary on the other hand, was a more difficult area with which to cope. Perhaps his shyness had been somewhat attributable to his weak vocabulary. During the time this youth spent at the office, he rarely spoke except when asked a question. Although he avidly studied the words given him, his retention remained poor. Out of the ten words to be studied each night, Stephen was fortunate if he could remember or recall the meanings of three the following day. In the areas of tools and "patterns and blocks," Stephen was quick to perceive the function and relation of these items.

On October 7, 1966 Stephen was retested on the Enlistment Screening Test (EST) and passed with a score of 39. Somewhat wary of his vocabulary (the only area on the EST in which he made mistakes), he decided to return to individual tutorial sessions for further help in this area. He worked diligently for a week without significant improvement, but nevertheless decided that he would attempt to pass the AFQT. On October 19, he was retested at Fort Holabird and scored 39. This score alone qualified him for the military; nonetheless, he also scored four nineties on the AQB, an achievement that would enable him to obtain the education and training that he desired. Stephen enlisted in the Army and departed for basic training the following day.

MICHAEL E.

Michael was referred to the Baltimore project office by an Army recruiter in October 1966. He had passed the Armed Forces Qualification Test (AFQT) with a score of 17, but had failed to achieve qualifying scores on the Army Qualifying Battery (AQB).

During the course of the initial interview, the counselor learned that Michael, a seventeen-year-old youth, resided in a single family dwelling with both parents and three younger siblings. His father was employed as a machinist while his mother remained in the home. Michael was the product of a stable family. However, in addition to being dejected about his inability to enlist at this time, he was troubled by other problems. He stated that he had recently been suspended from school, and although he was eligible for reinstatement at the termination of this suspension, he had decided that he was no longer interested in returning. He had unsuccessfully sought employment and thus viewed the military service as a solution to the problems of unemployment and education. He further stated that he desired to be independent and wanted vocational training that had not been available to him in the public school system.

Michael was informed that all of those goals could probably be achieved by enlisting in the Army. The function of the coach class was explained to him and following a thorough discussion of this program, Michael indicated an interest and requested that he be enrolled. In an effort to temporarily solve his employment problem, the youth was referred to the job developer who in turn secured a job for him at the Fort Holabird cafeteria earning $1.25 per hour.

On October 24, 1966 Michael officially entered the coach class. In the beginning this young man was timid, shy and very nervous. As the class progressed he readily participated in the classwork and counseling sessions. He was a model student and maintained a perfect attendance record. Despite the fact that he had to commute by three buses from a distance of 25 miles, Michael was never late for class. The youth worked diligently in class and always completed his homework assignments. His progress in the program was closely observed by the teacher and the counselor, and after four weeks of instruction, it was their decision that he be retested.

Michael was administered the Enlistment Screening Test (EST) on November 29, 1966 at a local Army recruiting station and achieved a score of 32. The counselor prepared a letter requesting that Michael be retested on the basis of his performance in the coach class. On November 30, 1966 permission was granted and Michael scored 56 on the Armed Forces Qualification Test (AFQT) and passed the Army Qualifying Battery (AQB).

Michael returned to coach class and was asked if he would like to share his experiences with the other students. The youth stood erect and expressed his appreciation to the teacher and the counselor. He said that he had "learned more in the coach class than in public school." Michael emphasized the value of the coach class instructions and urged the students to remain in the program and work hard to achieve their goals. It was most gratifying to see this youth stand up and speak with such confidence.

On December 9, 1966 Michael achieved his ultimate goal. He enlisted in the U.S. Army and departed for basic training at Fort Jackson, South Carolina.

LARRY W.

Larry, a seventeen-year-old youth, was referred to the Baltimore Youth Services Project by an Army recruiter in October 1966 after he had failed in his attempt to enlist in the Army. Having failed in the Enlistment Screening Test (EST) with a very low score of eight, he was quite dejected. His main reasons for wanting to enlist were to receive some type of vocational training and to travel. He further stated that he had wanted to join the service ever since he was a little boy.

Larry, the oldest of six children, resided with both parents in a single family dwelling which was located in a low socio-economic neighborhood. While both of his parents were employed in order to support the family, it was evident from Larry's comments that they were having difficulty fulfilling this responsibility.

When initially interviewed, Larry was still enrolled in school at the tenth grade level. He admitted, however, that he had not been attending school because he had lost interest and had subsequently fallen behind in all of his subjects. He had, therefore, decided not to return to school and wanted to join the service. The counselor discussed this problem with him and stressed the importance of an education, but Larry re-emphasized the fact that he had no intention of returning to school. He stated that he would like to continue his education in the service if he could qualify for enlistment. Following this discussion about his present situation and aspirations, the coach class program was explained and he requested that he be enrolled. Larry was unemployed and was, therefore, referred to the job developer for the purpose of securing a job that would provide an income to cover the expense of attending the coach class and help with his daily living expenses. He was not hired when initially referred and was subsequently referred for employment at a warehouse as a laborer where he was hired at $1.40 an hour.

Larry began coach class on October 17. During his first few classes he appeared nervous and unsure of himself. He rarely participated in classroom discussions and never volunteered to work any of the problems before the class. The counselor felt that his attitude was attributable to the fact that he was new in class and somewhat doubtful to his ability to function in this setting. The counselor worked closely with Larry, mainly trying to build up his confidence in himself. Initially, he was weak in all areas, particularly in math and vocabulary. As the class progressed, Larry began to participate actively in class and was able to work the problems much better. His confidence increased with his ability and after approximately five weeks in the class, he was able to work most of the problems. This caused him to become somewhat over confident in that he felt he was ready to be retested. The teacher and counselor, however, who had been observing him closely, did not feel he was ready for this step and informed him that he should wait. He was, nonetheless, impatient and refused to accept this advice. Therefore, the counselor arranged for him to be retested in accordance with his decision. Larry took the screening test and failed with a score of 18. He was disgusted because of this failure, but readily accepted the fact that he had not been ready for the test. After individual counseling, he decided to return to coach class.

Larry seemed to work even harder upon his return to class. Prior to being retested, he had been playful and did not concentrate as he should have. This time his attitude was much more serious and he seemed determined to pass on his next attempt. Larry remained in class for three more weeks and showed marked improvement. He had no problem doing the assigned classwork and scored high on the class examinations. The teacher and counselor agreed that he was ready to be retested and informed him that arrangements would be made for him to again take the test. He was both pleased and proud of the progress that he had made.

Larry was given the Enlistment Screening Test (EST) at a local Army recruiting station on December 15. He passed the test with a score of 24 and arrangements were immediately made for him to be processed at Fort Holabird the following day.

Larry was given the Armed Forces Qualifications Test (AFQT) on December 16. He successfully passed the test with a score of 49 along with qualifying on the aptitude test (AQB). Larry returned to the class the next night to thank the teacher and counselor for their help and to speak to the students. He spoke of how the coach class had helped him and emphasized the importance of attending regularly and completing the class. As he stood proudly in front of the room it was quite apparent that this was no longer the nervous, doubtful young man who had enrolled in the class eight short weeks ago.

Larry enlisted in the Army on January 4 and departed for basic training. He was a very proud young man when we last saw him and was looking forward to his new experience. He had achieved his lifelong ambition, serving his country as a member of the Armed Forces.

LARRY P.

Larry, a seventeen-year-old, had spent one year in the District of Columbia when he decided to enlist in the Marine Corps. Born and reared in a rural area of Virginia, he had come to the District with his father and stepmother when financial problems forced the family to move. His father, a presser and spotter in dry cleaning, felt he could better support his wife and nine children in an urban area, and Washington, D. C., "was as good a place as any." Larry enrolled in a local high school, but he did not particularly like school or Washington. He decided to enlist so that he could take advantage of vocational training opportunities in the Marine Corps and, at the same time, satisfy a budding interest in judo and karate.

The youth scored 19 on the Enlistment Screening Test and was referred to the project by his recruiter for training. He did not do well on any section of the Enlistment Screening Test (EST), but he was particularly week in tool recognition and abstract reasoning (blocks and patterns problems). Larry was sensible enough to remain in school prior to his enlistment attempt and, at the intake interview, expressed his wish to remain in school until he either entered the service or finished high school.

Shortly after intake, Larry entered the evening class. Immediately after enrolling in the coach class, he resolved to quit high school and take a full-time job. He had been working part time on weekends, but was unable to support himself with his earnings. He was able to locate a job as a driver in a car-wash which was more appropriate to his financial needs. This, however, often interfered with his coach class attendance, and after a few weeks he stopped attending entirely.

Larry's service motivation was genuine, and he therefore changed jobs two months later. His new job as a janitor at the dry cleaning store employing his father did not conflict with training hours. He joined another evening class, but after two weeks, he decided to withdraw from the class and come into the office on a once-a-week basis for individual tutoring. He worked with the series of "Armed Forces Familiarization Kits" both at home and in the office. Upon completion of the kit program, he successfully completed his service tests and entered the Marine Corps.

LARRY T.

Larry, an eighteen-year-old youth, was referred to the Washington Youth Services Project in June of 1966. He had volunteered for the Army at one of the local recruiting stations, but because he scored only 15 on the Enlistment Screening Test, he was rejected and referred to the project. At the intake interview, Larry stated that he wanted to enter the service to learn a trade and "make something of myself." This statement was true, but it did not present a complete picture of the factors leading to his enlistment attempt.

The eldest of seven children, Larry left high school to help support his family after completing the eleventh grade. He got involved with a gang that was stealing and "stripping" cars, and gave most of the money he gained from his activities to the household. After a short time, however, he realized the inevitability of arrest if he were to continue stealing. He consequently left the gang and found a job as a gardener. Others in the gang, wanting him to continue his illegal activities, threatened to apply "pressure" to insure his return. Thus, in desperation, he quit his job and attempted to enlist in the military. He had always wanted to enter the service, but had thought he would wait to be drafted. He no longer wanted to wait.

Larry entered the evening class at the project to prepare for armed forces retesting. He informed his former "friends" that he planned to enter the service, and they accepted his decision more gracefully than they had his prior decision to work. He attended the class with only fair regularity, but when he did attend, his presence was felt. He was boisterous, irreverent, and often uproariously funny. Nevertheless, he saved his outbursts for the counseling sessions, and seemed anxious to learn all that he could from the instructors.

As training neared completion, a letter was sent to Larry's Selection Service local board requesting that he be retested on the AFQT. He had failed that test in September of 1965 and received a "1-Y" classification as a result. He would be unable to enlist until reclassified "1-A." Another factor impeding the youth's enlistment was his need for eyeglasses. His 1965 Selective Service physical as well as one he received at Allied Medical Services when he joined the Youth Services Project indicated vision poor enough to preclude enlistment unless corrective lenses could improve it sufficiently. An appointment was made for the youth to see Dr. Francke of the D. C. Optometric Society. He was subsequently examined and fitted with the proper glasses.

Shortly before he was to go to Fort Holabird for the physical and written examinations, Larry learned that his girlfriend was pregnant. He did not want to marry her, but was willing to assume financial responsibility for the child. He discussed his feelings with both the girl and her parents. All agreed that a forced marriage would benefit no one, and, as far as marriage was concerned, he was "let off the hook."

Larry went on to take the AFQT and the AQB on September 27, 1966. His scores were sufficient and he was enlisted into the Army on October 23, 1966. Two months later, after he had completed basic training, the youth visited the Project Office while on Christmas leave. He informed the staff that his girlfriend had been mistaken about being pregnant, but that he was glad she had said that she was. His belief that he would soon become a father had helped "maintain" his desire to enter the service. Now that he was in the Army, he was very happy to be there.

Larry is now stationed at Ft. Campbell, Kentucky. He has been working in a motor pool and hopes to work as a motor mechanic when he returns to civilian life.

Section VI

Methodology

The methodology of the NCCY Youth Services Project was kept as simple as possible and has been copied in Youth Opportunity Center programs set up in Rochester, Chicago, St. Louis, Los Angeles and San Antonio. Since this methodology worked well in the first and second contracts, it was followed in the third contract. The screening device used was the Enlistment Screening Test which was given by the Armed Forces recruiters and all the youths who failed this test were referred to the program. Another way of identifying the youths who needed services was through the "Daily Disposition Sheet." This is a daily listing of youths who have been tested at the Armed Forces Examining Station that is circulated to all of the recruiters. By this method, the staff could identify which youths had failed the Armed Forces Qualifications Test and contact them to come into the project offices. Identifying these youths at the recruiting stations did not mean that all of them might want to or be able to be upgraded to get into the Armed Services. However, it was a way to find the youths who needed any of the services that could be provided by the NCCY Youth Services Project.

In Baltimore, Maryland the program for the third contract was located at 101 East Fayette Street, the Calvert Building. Office space was obtained from the General Services Administration on the sixth floor and one office on the third floor next door to offices of all branches of the Recruiting Service. Having offices in the Calvert Building was very worthwhile as the highest percentage of referrals came from recruiters located in that building.

In Washington, D. C. with the funding of the third contract, the lease was renewed for a year at the location of the previous project, 623 F Street, N. W. The main source of referrals for the Washington program was from the recruiting stations at 6th and E Streets, N. W., less than a block away.

BASIC INTAKE PROCEDURE

The staff of the program in each city worked with young men, ages seventeen to twenty-two, who volunteered and were rejected for the Armed Services (Army, Navy, Air Force, Marine Corps, Coast Guard). The youth who goes to a recruiting station and attempts to enlist is given the Enlistment Screening Test or its equivalent. This is a fairly simple test covering the areas of vocabulary, mathematics, abstract reasoning and tool recognition. Youths who pass this test are then eligible to go to the Recruiting Main Station at Fort Holabird, Maryland where they are given the Armed Forces Qualifications Test (AFQT). The AFQT consists of two tests: a physical examination and a one-hour, timed, written test covering the same areas as the Enlistment Screening Test. Those youths who did not pass the Enlistment Screening Test at the recruiting stations were sent or brought to the project offices by the recruiter. The recruiters also provided the project staff with the basic test data (score and areas failed) of the rejected youth. In turn, the program staff noted the name of the recruiter so that the youth could be referred back to the particular recruiter at the conclusion of the training program. This was very effective as the recruiters have a quota to reach each month and this helped to maintain excellent liaison between the program staff and the recruiters.

When the youth reached the project office he was greeted by the receptionist who referred him to a counselor. The counselor then completed, with the youth, the Intake Record Form (see Appendix p. 110). This form gave a capsule social history of each youth and his current situation in terms of employment, education, and other information which applied to his military interests and present status. On the basis of this information and a comprehensive initial interview, a tentative plan for each youth was developed. The youth was then referred to the appropriate service or program based on this tentative plan. The project staff engaged in individual counseling and group counseling, support and followup of each youth while he was in training and after job placement. This was the basic structure of the intake process used in both cities.

SELECTION AND RECRUITMENT TECHNIQUES

All youths between the ages of seventeen and twenty-two who failed the Enlistment Screening Test or its equivalent were referred to the program by one of the Armed Forces recruiters in Baltimore or Washington, D. C. No exception was made to this rule as it was felt that being more selective would eliminate many of the youths who needed these services and would lessen the value of this experimental and demonstration program.

Since the recruiting officers had been oriented to the purposes of the program and welcomed it as a supporting resource, the project had their full cooperation. Very close liaison had been maintained since the first contract between the Armed Forces recruiters and the program staff. As had been anticipated, the highest percentage of referrals from the Armed Forces recruiting stations in Baltimore and Washington, D. C. came from the inner city where the more disadvantaged youths lived. An added technique of recruitment in the third contract was the use of the "Daily Disposition Sheets" to find youths who were rejected by the Armed Forces Qualifications Test. This is a daily listing distributed by the Armed Forces Examining Station to all recruiters indicating the youths rejected by reason of their low scores on the AFQT the previous day.

REFERRAL AND COORDINATION OF SERVICES

In the first and second contracts the liaison and structure for use of other community programs was well established. As a result, in the third contract, all youths needing services in the community received immediate attention because of the relationships that had been built up with the other agencies. As in the other contracts, each agency designated a liaison person with whom the project staff worked.

Those youths whose main purpose was to be upgraded for entry into the Armed Forces entered the evening coach classes in Baltimore and Washington, D. C. As in the second contract, the program staff in each city gave the supportive services of individual and group counseling and job placement to the youths in these classes.

Other referral services which were already set up in the community which could aid the youths were used, such as: health services, mental health services, family services, etc. The job developer in both cities made all job placements whether they were full time or part time. Most of the youths who were in the evening class were in need of full-time jobs. In Washington, D. C. the job developer was on loan from the Youth Office of the United States Employment Service. He also served as senior counselor as he will be the supervisor of the program when it is phased into their office. This has proved very worthwhile and will give continuity to the program when taken over by the permanent agency.

TRAINING

Variation and experimentation with several different types of training formats seems to be the key factor in developing training situations of value. As a result of the lowering of military standards during this third contract, it was found that the youths referred to the project were in greater need of remediation at the basic level than those referred during the project's first and second contracts. This required a re-evaluation of the types of training programs and materials. While the coach classes continued to serve the majority of those youths included in training, the use of group and individual tutorial formats became increasingly important because of the lower achievement level of referred youths during the third contract. This need for a reorientation of the uses of program and materials became apparent at an early enough stage to allow the project staff to make the necessary changes in training without an interruption of meaningful programs for the youths of the project population.

Because the training needs of youths rejected for military service were not effectively met by outside agencies, internal training programs were developed during the second contract. These programs and materials were continued during the third contract and redesigned to meet the increased needs of youths referred during that period. The various kinds of training utilized by the two projects are summarized below:

Baltimore

The total coach class program, which was designed primarily for youth who wished to upgrade their qualifications in order to enter military service, was the result of a combined effort of the Baltimore City Department of Education, Division of Adult Education and the project staff. The instruction was geared toward four areas: vocabulary building, arithmetic problems, tool recognition and abstract reasoning. The teachers and classroom space during the regular school year were provided by the Department of Education while the supportive services, job development and group and individual counseling were made available by the project staff. During the summer months, the class met at the project office with the regular instructors so as not to interrupt the availability of training during these months. A Department of Education teacher provided instruction in basic education and another worked as a consultant in the tool recognition phase of the program. The instructional materials, course of study and curriculum continued for the most part to be a combined effort of the teachers and project staff.

This program continued to be an excellent resource for the youth whose basic motivation was to prepare for military service. It was provided without charge to the project and continued to be successful even in the absence of training allowances.

For a number of reasons the coach class may fail to meet the individual needs of some youths referred to the project. Some work at night, some are uncomfortable in the group setting of the coach class, and others who do not work at all may prefer to study during the daytime. For these reasons, an individual tutorial program in which a youth works with a counselor in a one-to-one setting was instituted. Individual tutorial sessions were short and some lasted only one hour a day. In addition to this daily work, homework was assigned primarily for the purpose of repetition and as an indication of whether the youth had grasped the concept and could solve the problems on his own.

The individual tutorial program, therefore, was largely supplemental in nature so that individuals, who otherwise would not have had an opportunity to learn the material required by the AFQT, were given this chance.

Washington

The project's basic program for youths referred after an attempt to enter military service was the coach class. During a period of ten weeks, trainees were given instruction in the four areas of concern and were prepared through this instruction, combined with group counseling, to take and pass the Enlistment Screening Test. The trainees spent three hours a day, three days a week in the basic education classes. Members of the class were divided into two groups without distinction as to individual ability and while one group was receiving instruction in one area, the other group concerned itself with a different subject. After the first hour of instruction, the groups switched classes. At the end of the first two hours of instruction, the entire group met for group discussion which may have been highlighted by the showing of a film, listening to a guest speaker, or considering a matter of importance to the group. In order to increase motivation and stimulate interest on the part of the trainees, field trips were arranged as a part of the total training program. These trips broadened the students' outlook and facilitated the learning process.

The basic education classes which met at the project office were taught by instructors provided by the Adult Education Division of the D. C. Public School System. Tool recognition and abstract reasoning were covered by a member of the staff.

In assisting youths to prepare for their armed forces entrance examinations, the project found it necessary to provide both daytime and evening training programs. The evening class was designed to train and counsel young men in groups, with allowances made for individual attention in the group setting. The individual tutorial program, on the other hand, was conducted during the day, with one youth and one counselor working together. Youths interested in receiving training could take advantage of either or both of these programs, but the great majority selected the evening class. The few who chose individual tutorial training did so because they worked or attended school in the evening, or because they were scheduled for a military examination to be administered before they would be able to complete or significantly benefit from the evening program.

The individual tutorial program was valuable not only to youths who selected it as their sole source of training, but to youths who were participating or had participated in the evening class as well. For all youths who took advantage of the tutorial program, it was the flexibility, both in terms of the hours and subjects stressed in training, which made it most valuable.

REFERRALS TO OTHER COMMUNITY TRAINING PROGRAMS IN WASHINGTON AND BALTIMORE

For youths seeking job taining and basic education, the Job Corps was a possibility explored at intake. Liaison with local Job Corps offices was maintained by the project staffs in an attempt to facilitate the screening process for those youths in the population who were seeking entry. During the year it was possible to note this program's effect on some youths who had experienced a change in environment for the first time.

A valuable resource for youths who had not attained their eighteenth birthday or who were in need of work experience was the Neighborhood Youth Corps. The project staff continued to work with youths placed in NYC; many of them attended the coach class, or were again referred to the project for permanent job placement upon termination of their Neighborhood Youth Corps positions.

The project staff urged youths to return to regular school programs or to enroll in evening school. It was fully recognized that many of these youths were in need of more help than a short-term, concentrated program could provide; however, it was also recognized that many would not profit by an immediate return to school unless they could first be exposed to a positive educational experience through one of the project's other programs. There was, then, continuous evaluation with the youths about possibilities for returning to school and constant willingness on the part of the staff to help them get through the various administrative channels involved in the re-entry process. Enrollment in evening school was a simple process, but the counselors spent a great deal of time in helping youths to select the school.

COUNSELING

Youths enrolled with the Youth Services Program were offered individual and group counseling throughout their stay with the project. At intake, individual counseling began with the establishment of rapport between the youth and the interviewing counselor. Subsequently, the counseling effort was directed towards learning about the youth's history, current status, short-range, intermediate and long-range goals, personal resources and personal problems which might affect his plan for the future. The youth was informed of the services available at the project and relevant services offered by other agencies within the community, and efforts were made to assist the youth in developing an immediate plan of action. After the intake interview, the form and frequency of counseling was determined by the kind of program in which the youth was participating, the problems which arose during his stay with the project and the amount of time available to him.

The counseling which the Youth Services Projects integrated into their respective programs, while evidencing the general characteristics of counseling common to all agencies, seemed dynamic and flexible in comparison with that of most others. The explanation for this can be found in the nature of the project's function--"to help youths rejected by the military service become independent, productive citizens." Within the framework of this stated function, the projects were free to initiate and develop a wide range of services. The function of the project was broad enough to permit great flexibility in the ends and means of achieving them made available to the youths. Moreover, the services which the project offered were responsive to the needs of the population it served. This is true of many youth-serving agencies, but the structure of the Youth Services Project was such that there was only a minimal period between the time program changes were suggested by changing conditions or, indeed, by the youths themselves, and the time when those program changes were put into effect.

At the onset of the second contract, counselors were hired with the idea that an increased emphasis on counseling would enhance the success of the project. For the most part, the counselors were untrained in the principles and techniques of group counseling. Nevertheless, the administration felt that with well organized inservice training the counselors would be able to fulfill their roles in both individual and group settings. Subsequent to this training, the counselors were given the responsibility for initiating and implementing a more effective counseling program.

Counseling at the project was defined as "the art of helping a person to mobilize his own resources and those of environment in such a way as to develop his own capabilities to the maximum extent." The counseling process began at the initial intake interview. It was here that the counselor sought to establish or at least begin to establish rapport with the youths as well as to familiarize them with the services offered by the project. These direct services included counseling, coach class and tutorial training for armed forces or employment examinations, job assistance, and a wide variety of supportive services. Where appropriate, opportunities were afforded youth through referrals to other agencies. Amont the agencies utilized were those providing various literacy, educational and vocational training programs, as well as social and health services within the respective communities.

Following the orientation of a youth to the project, the counselor had to work closely with him in terms of establishing realistic goals and a tentative plan of action. Here the counseling provided by the projects assumed its dynamic form. For instance, a youth may have expressed an interest in getting into the military service and, consequently, have been provided counseling related to that specific goal. If, however, after initiating action toward this goal the youth decided that he was no longer interested in entering the military--or if the program caused conflicts--he was offered assistance in choosing an alternate plan or perhaps a more suitable goal. At the same time, he may have received additional counseling directed toward problems such as personal adjustment and family relationships. It can be easily seen that the aims of counseling were directly related to the specific problems of the youth. The counselors were also able to assume any number of roles while working with the youth, these roles varying with the individual situation. They may have offered counseling as a friend, advisor, expert, or even as a big brother as the need was indicated.

The flexibility of the total program cannot be too greatly emphasized, as it allowed a diversity of avenues for providing assistance. The counseling program enabled youths to receive help on an individual basis or from their peers in group sessions. Group counseling sessions were conducted with youths who participated in the evening coach classes as well as with small groups pending placement in a coach class. Efforts were made to hold counseling sessions with small groups during the work day, but because of the conflicting schedules of the youths, little success was experienced in this area. Individual counseling was available to all enrolled in the project. As previously stated, the aim of counseling, regardless of form, was related to the specific problems of the youth.

Experience has shown that for the most part, youths referred to the project were school dropouts, had poor employment histories and to a large extent were not participants in the mainstream of American life. Despite their history of failure, the youths were evidencing some degree of motivation in trying to enlist. They seemed, however, to lack the ability to maintain and channel this motivation sufficiently to meet their goals. Therefore, the counseling effort sought to provide support in these areas. The question was, "Would the counseling effort provide meaningful assistance to youths in dealing with their motivational problems?" While there is no way to determine the number of youths who would have succeeded without counseling, it is felt that counseling did serve to increase the number of "successes" as well as to contribute in some way to all who entered the project. The many youths who achieved their goals seemed to justify the project. Many of those with poor work records achieved a new degree of stability on jobs. Others visited the office while on leave from the military service and Job Corps centers to advise the project staffs of their progress, and those enrolled in local training programs visited the offices frequently. Often youths involved their parents in their endeavors by initiating communication between their parents and counselors.

The activities of the coach class seemed to support the contention that the counseling program was effective. Many youths expressed a willingness to enroll in the coach class despite the fact that their previous experiences in a school environment had been largely unpleasant. After enrolling in coach classes, they attended regularly despite the fact that many were employed on a full-time basis and were sacrificing leisure time and spending money in order to do so.

There is no established system of evaluating the counseling effort of the project, but the observable changes displayed by so many of the youths in a relatively short period of time seemed to support the contention that counseling was effective. Any attempt to evaluate the degree of effectiveness of counseling, however, gives rise to various questions: would the programs have been so successful without counseling, or conversely, would the counseling effort have been so effective had it not been supplemented with appropriate services? Questions of this sort are extremely difficult, if not impossible, to answer. Thus, the success or effectiveness of the project cannot be evaluated in terms of any single factor just as counseling cannot be evaluated as an entirely separate entity. The total program did not consist of services which were mutually exclusive of others, and, indeed, it may have been the overlapping and flexibility of program components which allowed the project to enjoy any degree of success.

OBSERVATIONS, GUIDELINES AND PHILOSOPHY FOR JOB DEVELOPMENT AND PLACEMENT

. Counseling, prior to referral, is an integral part of an effective placement process. The nature of this counseling is a mutual consideration of the expectations, responsibilities and rights of the prospective employer and employee.

. The job development function found its activity divided between finding two different types of jobs:

. . . stopgap type jobs--This type of job served an important function for those youths involved in training with an eye toward entering the armed services. They provided immediate income to support a youth's use of training and were tailored so as to enable the youth to attend coach classes without difficulty arising from hours or site of employment. Stopgap jobs are also utilized by youths awaiting placement in Job Corps, MDTA, and other training organizations.

. . . future-oriented type jobs--This type of job development was reserved for those youths who, for one reason or another, could not or did not wish ultimately to enter the armed services. In many cases it found its culmination in the placement of a youth in an institutional or on-the-job type of situation which would later lead to placement in a job with career potential. In most cases, however, future-oriented job development involved the placement of a youth with a company or agency which was known to have good policies with regard to remuneration and/or opportunities for training and advancement. Very often these two aspects of employment do not go hand in hand.

- Candor in dealing with employers and youths seeking employment has proven to be an effective policy. The youth referred was always aware of the type of employer and employment to which he was being sent, and essential information about the applicant was not withheld from the individual who was to interview the youth for employment.

- In many cases, a youth was referred to several jobs. This activity represents the philosophy that continuous services should be made available to the youths served by the project and reflects the difficulties involved in effecting placements for youths with little training and experience. It is also indicative of the fact that the job developer did not look upon an individual's failure to be hired or his failure to accept a job as being commensurate with an unwillingness to work. The process of job counseling, development and placement was a continuous one with respect to the youths as individuals and as a population.

- Job development activities should be coordinated with other placement agencies and become a cooperative community endeavor. Through this effort, harrassment of employers is avoided in the sense that each employer is not approached by every placement agency in the community, and more effective referral channels can be established.

JOB DEVELOPMENT

The success of job development and placement is essential to the success of the total program. The characteristics of the population which the project serves are such that successful placements are difficult to obtain. The typical youth seeking assistance in finding a job is young, has had little or no work experience, does not have a skill, has had limited formal education, often has had previous court involvement and consequently has greater difficulty than most in locating employment. In addition, other difficulties associated with poverty and minority group problems may limit alternatives for placement. Many youths are unwilling to work in the suburbs because they must rely on public transportation to reach their jobs. They would prefer to work relatively close to home.

For youths in coach class or youths who have completed the coach class and are nearing the time when they will enter the service, the objectives of placement are obviously limited. Under those circumstances, placement need only provide the youth with a means of earning an income until such time as he enters the service. A youth being placed must find the work "acceptable," but the opportunities for advancement offered by the job are almost irrelevant to the youth because he intends to remain on the job for only a short time. It should be noted here that the employer is made aware of the fact that the youth is planning to enter the military service. In the short run, placement would be less difficult if employers were led to believe that all youths referred for employment by the project intended to remain on their jobs for extended periods. In the long run, however, employers would become increasingly less willing to interview applicants referred by the project because they would justifiably feel that they were being misled by the job developer. For this reason, the project staff attempts to provide the prospective employer with as much information as he might need to determine whether he wishes to employ a particular youth.

Employment with career potential is more difficult to locate. The job developer must take into account the assets, liabilities, wishes and desires of the youth being placed and attempt to find a job consistent with those factors. This kind of placement usually involves a longer waiting period than does stopgap employment. Where the prospective employer is a large company or agency, successful completion of a number of tests may be required by the youth before he can be hired. The scoring of these examinations may take time. Also, on-the-job training slots, often appropriate when a youth is interested in learning a trade, may only become available periodically. Construction companies, for example, may be willing to train cement finishers, but may not be willing to hire a youth for training until such time as they have a large enough training group to make the training economically feasible.

JOB COUNSELING

The successes of counseling and job placement are interrelated. The attitudes which a youth brings to his new employment will, to a great extent, determine his performance on the job. Indeed, a youth's attitudes toward employment and his understanding of the needs of employers may determine whether or not he is hired at all. For these reasons, employment is discussed in both individual and group settings at the project. Youths are familiarized with interview practices, the manner in which one dresses for job interviews and the kinds of experience, both pleasant and otherwise, with which he may be confronted during his employment.

Despite these attempts to prepare them for employment, many youths are unsuccessful on jobs to which they are initially referred. The project continues to work with these youths. Their experiences on former jobs are discussed and they are again referred for employment and, obviously more able to cope with on-the-job problems.

JOB PLACEMENT

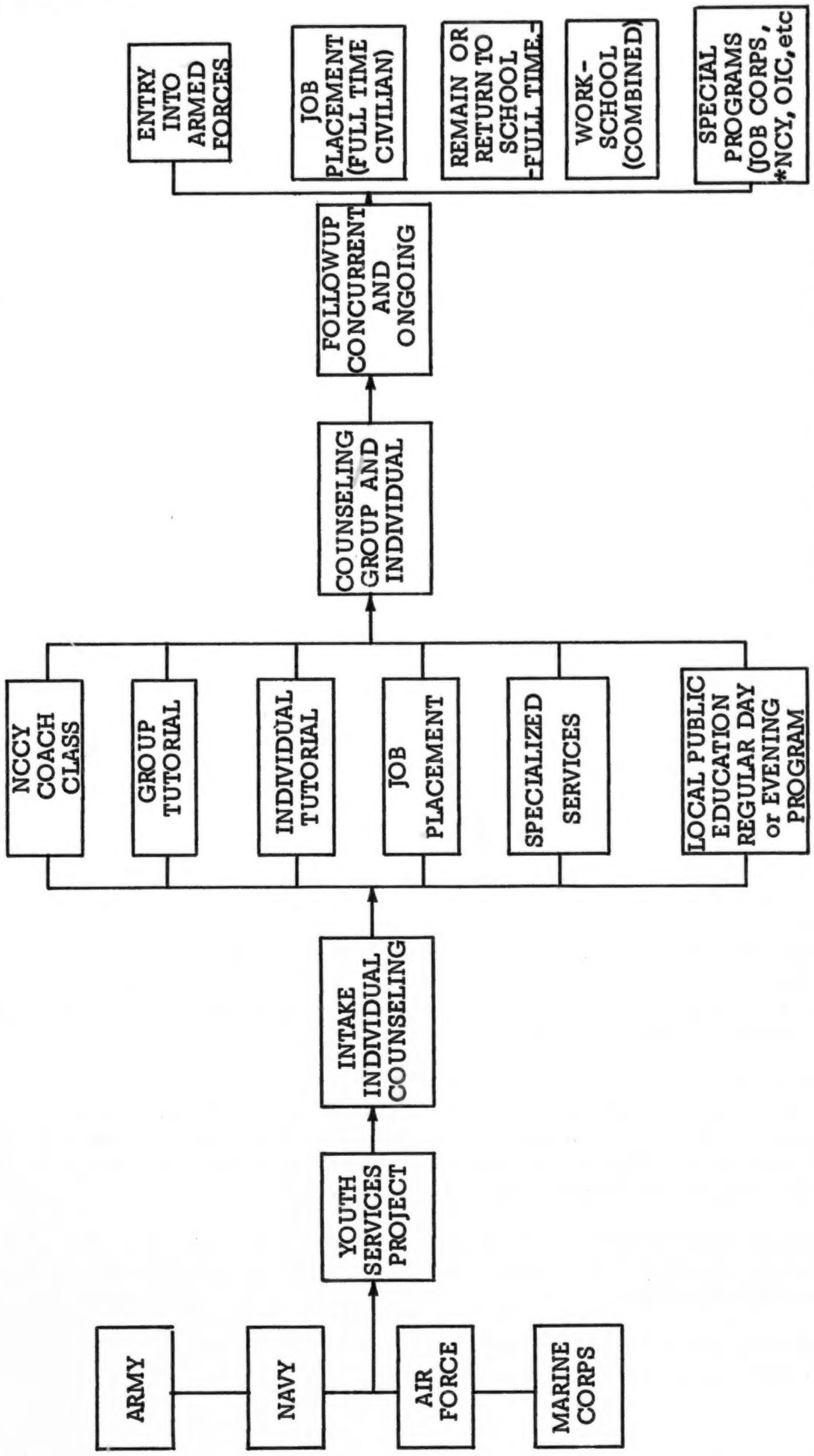
Job placement is the end result; no aspect of job development with a particular youth can be determined successful until the youth is hired by an employer. A great many factors must be considered in job placement; simply having an available position and a youth to fill it will not suffice. Matching the youth and the employer are the two most important correlates, but secondary variables must also be taken into account before successful placement can occur. The counselor must always be conscious of the aspirations and abilities of the youth and the expectations of the employer as well as transportation problems that might be present. The training status of the youth must also be considered. Successful placement is a blessing; unsuccessful or misguided placement is injurious to all concerned.

JOB FOLLOWUP

It is necessary to maintain close contact with a youth from the time of a job referral until such a time as the youth is adjusted and settled in his job. This reflects the need to followup with the youth and employer to determine whether the individual has been hired, and if not, the reasons should be ascertained from both parties. In some cases, the youth will return from such an experience on his own. In other cases, when a youth is not hired at his first referral, he will become discouraged and not return for further assistance. It is at this point that the outreach function becomes an essential part of job development. A member of the staff, upon learning from the prospective employer or the youth that he has not been hired, attempts to reach the youth and return him to the project for further counseling support and referrals. Once a referral has resulted in employment of the youth, the job developer maintains contact with him and his employer for a time to ensure a solution to early employment problems. This service is usually appreciated by the employers and can be used as a lever for obtaining jobs for other youths.

YOUTH SERVICES PROJECT

TRAINEE FLOW CHART


ARMY
NAVY
AIR FORCE
MARINE CORPS
YOUTH SERVICES PROJECT
INTAKE INDIVIDUAL COUNSELING
NCCY COACH CLASS
GROUP TUTORIAL
INDIVIDUAL TUTORIAL
JOB PLACEMENT
SPECIALIZED SERVICES
LOCAL PUBLIC EDUCATION REGULAR DAY or EVENING PROGRAM
COUNSELING GROUP AND INDIVIDUAL
FOLLOWUP CONCURRENT AND ONGOING
ENTRY INTO ARMED FORCES
JOB PLACEMENT (FULL TIME CIVILIAN)
REMAIN OR RETURN TO SCHOOL -FULL TIME-
WORK-SCHOOL (COMBINED)
SPECIAL PROGRAMS (JOB CORPS, *NCY, OIC, etc

*NEIGHBORHOOD YOUTH CENTER
OPPORTUNITIES INDUSTRIALIZATION CENTER

EMPLOYMENT CASE STUDIES

TYRONE T.

Tyrone was a nineteen-year-old youth who was born and reared in the East Baltimore area. He had lived in the same house with his mother and younger brother all his life. His father was deceased and his mother's sole source of income was checks she received from the Department of Public Welfare.

Tyrone was well-mannered, extremely neat and had a likable outgoing personality. When he was thirteen his mother became quite ill. He secured a job as a delivery boy at 25 cents an hour, and worked four hours daily after school and six hours on Saturday. This job interfered with his school work and his grades were adversely affected. He subsequently quit his job at the insistence of his mother.

He completed his elementary and junior high school education and entered Fairmount Hill Vocational High School, where he studied electronics. He dropped out of school after completing the eleventh grade. A year later Tyrone went to work at Stein's grocery store as a clerk and cashier earning $1.25 per hour. He kept this job for four years and two months, working after school and on Saturdays. After he left school at the age of eighteen, he continued on the job full time, until he resigned in September 1966.

In June 1965 Tyrone attempted to enlist in the Air Force. He failed the Airman Qualification Examination attaining scores of twenty in the mechanical phase, one in administration, one in general education, and fifteen in electronics. He continued on his job and was fairly content until August 1966 when his draft board summoned him to report to Fort Holabird for a pre-induction examination. Rather than be drafted, Tyrone again attempted to enlist in the Air Force. Sergeant Vine, the Air Force recruiter, in checking on Tyrone's AFQT score at Ft. Holabird, found him to be ineligible for the service because he had only attained a score of seven which classified him in a 4F category. He also had a class II profile because of his sight. Tyrone was first referred to our program on August 23, 1966. After counseling he was referred to our individual tutorial program. He continued in this program on a daily basis until September 1, 1966. He did not return for several days and a visit to his home disclosed that his mother had become quite ill, and Tyrone had left his job to care for her. His mother having recovered, Tyrone came into the office seeking employment and enrollment in the coach class.

On September 14, 1966 Tyrone was referred to the Maryland Cup Corporation as a drill press operator at $1.45 per hour. His interview at the plant did not go too well and Tyrone was not hired. On September 19, he was referred to the Warbach Catering Company at the Social Security Building for a job as a porter paying $1.09 per hour. He was hired as a cart pushed at $1.25 per hour and after several weeks was given a job as cashier and his salary was raised to $1.35 per hour. He stopped coming to coach class because the travel and hours of work interfered.

On March 17, 1967 he was fired for being absent several days. His mother had been sick again and he stayed home to attend to her. He was referred to Johns Hopkins Hospital as a nurses aide on March 29, 1967 and was hired on April 3, 1967 at $1.64 per hour. He attended a training course as a nurses aide and graduated on May 15, 1967. While in training he was receiving his full salary.

Tyrone also resumed his studies in the coach class and attended regularly as he felt this would upgrade him academically so that he could eventually take the General Education Development Test.

An interesting sidelight on Tyrone is that he had mastered seven musical instruments and was studying piano and organ.

CHAUNCEY H.

Chauncey was referred to the Washington, D. C. Youth Services Project by the Selective Service System in August of 1966. The preceding year he had been sent to the Air Forces Examining Station at Fort Holabird for a pre-induction examination. Failing both the physical and written examinations, he was found unacceptable for military service and assigned a "4-F" classification. Chauncey visited the clerk of his local board on a number of occasions to request retesting. The clerk could not arrange for his retesting, however, because of the extensive limitations indicated in his test scores and physical records. The youth had only scored two on the AFQT, and he had a very serious stuttering problem which the examining doctors felt might have physical origins. When it became apparent to the clerk that Chauncey would not give up his attempts to enter the service despite the fact that he had been made aware of the reasons for his being found unacceptable, she referred him to the project.

At intake, the interviewing counselor was pleased to learn that the youth had been availing himself of other training and counseling opportunities in the District of Columbia. Prior to his entrance into the project, he had successfully completed dry clearning training at Armstrong Adult Education Center under M.D.T.A. Since that time he had sought counseling and placement assistance at the United States Employment Service and at the On-the-Job Training Project of the Washington Urban League. Unfortunately, poor general health made it difficult for the youth to remain on his prior jobs.

After the Youth Services Project programs were explained to him, Chauncey expressed an interest in joining a coach class. He was aware of the fact that his chances for service entrance were slim, but he wanted to try. The counselor referred him to Dr. Bullock of Allied Medical Services for a thorough physical examination. The doctor felt that the young man's general health was satisfactory, but that the best hope for Chauncey's speech problem lay with corrective surgery. The youth was not willing to have surgery done. He had heard differing medical opinions with regard to his speech problem, and was hoping he could outgrow his stuttering or have it corrected with therapy.

Chauncey enrolled in the evening class and attended regularly for three weeks. During the time he was with the class, the project job developer had referred him to a dry clearning store for a position as a presser. He was hired, and was earning $65.00 per week, but became ill and was forced to leave both his job and the class. He was in the hospital for five weeks. When he had finally recovered, he returned to his job, and decided to abandon his attempts to enter the military service. He is still working as a presser at the dry clearning store, but his income has risen to $85.00 per week. His speech, while still impeded, has improved somewhat, and should he decide to undergo surgery to try to eliminate the impediment entirely, both the project staff and his former evening classmates wish him the best of luck.

CLAUDE M.

Claude was referred to the Youth Services Project by his Selective Service local board. Despite his having been classified 4-F by the board, he hoped to volunteer for the draft, and had been visiting the clerk of the board in hopes of convincing her of his capacity to serve in the Armed Forces. The motivation which he evidenced prompted his referral to the project.

At intake, the interviewing counselor felt that Claude would probably never be able to enter the service. First, he appeared to be somewhat underdeveloped physically. He was twenty-two years of age, five feet, six inches tall and weighed only 115 pounds. He had polio as a child and, as a result, walked with a slight limp when tired.

Claude's left wrist, which was broken when he was seventeen, never healed properly and remained both somewhat bent, and capable of only limited mobility, His coordination was poor. In addition to these physical problems, Claude appeared to be of limited intelligence and possessed obvious educational deficiencies. He completed the seventh grade, but both his reading ability and his knowledge of arithmetic fundamentals were, at best, nominal.

Through a phone call to Selective Service, the counselor learned that Claude was in the "Group 3" physical category--that is, he was physically unacceptable for military service except in time of national emergency. Claude was unacceptable for military service at any time, however, because he attained only a score of four on the AFQT. Despite the fact that Claude would almost certainly be unable to enter the service, even given a very significant and equally improbable improvement on his written examinations, Claude was placed in an Armed Forces Familiarization Class.

At first glance, it would seem that the youth's hopes were being built up unnecessarily. This was not the case. The counselor made every attempt to convince Claude that he would be unable to enter the service. This was to no avail. Claude was confident that he would be able to enter the service someday and that the evening class would hasten that inevitable day. The counselor could, of course, refuse to enroll Claude in the class, but a refusal would not change Claude's desire to serve in the Armed Forces nor would it alter his belief that he would someday be able to do so. He viewed all discussion to the contrary with a "thanks, but no thanks" attitude. Enrolling Claude in the class gave the counselor access to the youth, and placed him in a group situation in which his faith in eventual service entry could be challenged by the other students. It was hoped that the individual and group counseling which accompanied training would introduce the realism so lacking in Claude's attitude.

Claude remained unconvinced of the futility of his efforts throughout the ten weeks of training. Counseling had revealed a need in Claude to feel like a man. His slight physical stature, failure in sports, and exposure to ridicule in the past had left the youth with little more than a shadow of self-respect. His unswerving faith in eventual service entry was not a product of driving self-confidence. Rather, it seemed rooted in a need for the masculine recognition and identification which he hoped a soldier's uniform could provide.

At the conclusion of the training period Claude showed some improvement in the basic educational skills. Still, it was apparent that his gains were not great enough to suggest retesting on the AFQT. The counselor tried to steer Claude toward a vocational training program. This proved to be of no avail. The counselor took Claude to see recruiters and Selective Service personnel in the Washington area so that they might discuss his enlistment and induction chances with him. Again, despite negative responses in every instance, Claude felt that he could someday enter the service.

Claude was a frequent visitor at the project office for the next few months. He wanted to enter another evening class. The staff decided to try again. This time, however, he would attend a reading class at a local church as well as the evening class. Claude attended the reading class twice. He didn't like the training and stopped attending. His refusal to return was adamant. To fill the gap, one of the secretaries at the project worked with Claude on his reading. Gains made as a result of this informal training were probably not as great as they would have been had Claude worked under professional literacy teachers. Nevertheless, his reading ability appeared somewhat improved.

Claude completed a second evening class. At the conclusion of this class, however, he was willing to admit that he might never be able to enter the military service. The rock was beginning to crack. In tears, he revealed that a primary reason for his desire to enter the Armed Forces was his lack of success with girls. He believed that most girls laughed at him and that he might never find a girl who would marry him. In the service, a man could do without a girlfriend or wife more easily than in civilian life. He felt that he wouldn't be "expected" to marry if he were in the service. As he was expressing this, Claude began to qualify what he was saying. There were plenty of girls, and some he had known liked him. Men with a lot less to offer a girl than he found girlfriends and wives. So could he. This was not merely defensive patter. He was looking at himself and beginning to accept what he saw.

When asked what kind of a job he would like if he couldn't get into the service, Claude listed security guard, truck driver, office worker on a military base and orderly on a hospital ship. He specified a preference for a position as a security guard despite the fact that hours were irregular and the pay only fair. Claude had been working in a local restaurant as a general porter and sometime counter and fountain man for three years. He had left the job once, but returned after a couple of weeks. The job paid $1.25 an hour and offered very little hope of advancement. He retained the job because he preferred it to anything else he was able to find.

Claude's choice of occupations again indicated his desire for masculine identification. He asked the counselor to assist him in finding a job as a security guard. Warning the youth of the probability of another disappointment, the counselor agreed to try. Contacting a number of detective agencies, the counselor was able to arrange for Claude to be interviewed by the personnel director of one of them. The director, made aware of Claude's limitations, expressed a willingness to hire Claude on a part-time basis if Claude could convince him that he would "guide" people in a building. The director gave the counselor an employment application which the youth was to complete and bring to the interview.

With some assistance, Claude completed the application, and after missing one appointment, did appear for the interview. He did not get the job. Claude took the disappointment in stride. He widened his original choice of occupations to include all but the most menial of jobs.

The Department of Vocational Rehabilitation was contacted to see whether they might be of some assistance in placing Claude. Their resources are vast, and their placement division was able to get the Civil Service Commission to waive requirements on certain government jobs. Claude was expressing interest in a government job as a mimeograph operator, messenger, or some combination of the two. An appointment with a counselor at the Vocational Rehabilitation Center was set up.

The project counselor accompanied Claude to the Vocational Rehabilitation Center. Upon arriving, Claude said that he had been there before. A rehabilitation counselor checked his file and found that he was on the "current" list and his case had already been assigned to another counselor within the agency. They went to see that gentleman and learned that Claude had been tested by the Department of Vocational Rehabilitation twice before. He had been found to have a "subliterate" I. Q. on both occasions. He was classified as "retarded" and was therefore eligible for special placement consideration. The rehabilitation counselor knew of a messenger's job which was available at the Federal Trade Commission. The supervisor explained that he was more interested in the reliability of the individual than in his educational achievement.

Claude appeared for the interview the next day. He got the job and has been working three weeks. He likes his work, and the benefits which derive from Federal employment. He is earning $3,609 per annum and can expect his first raise in a few months. There is every indication that being a breadwinner will make Claude feel as much a man as he hoped a uniform could.

JAMES R.

James first came into the D. C. Youth Services Project in early August of 1966. He was seventeen years old, employed, completely independent of his family and living in a downtown rooming house. James had visited an Air Force recruiting station hoping to enlist. He was told by the recruiter, however, that he could not enter the Air Force until he either completed high school or reached his eighteenth birthday. The recruiter suggested that he contact the project for possible assistance in getting a high school equivalency certificate.

At the intake interview the counselor learned that the youth's problem was unusually pressing. The Prince George's County Welfare Department was preparing to place him in a foster home and have him return to school. He had previously been placed in a surrogate home because of his inability to get along with his parents, but finding foster care distasteful, he fled to Washington at the close of the school semester. At the time, he did not believe the welfare authorities would pursue him. When it became apparent that they could and would arrange for his return to Maryland, he attempted to enlist. He chose the Air Force because he felt educational opportunities were greatest in that branch, and despite the fact that he would very probably qualify for any other branch of the military, he was determined to stay with his original choice.

Because James had been a good student while in school and had completed the eleventh grade before leaving, the Youth Services Project counselor felt that with preparation, the youth would have a chance to score well enough on the General Educational Development Test to receive a high school equivalency diploma. Upon receiving an equivalency diploma he would have the option of enlisting in the Air Force or remaining a self-supporting civilian, as the welfare authorities would have no further interest in him if this secondary school education were completed.

Unfortunately, under ordinary circumstances, a youth must be twenty-one years of age to take the General Educational Development Test in the District of Columbia. An effort was made by the project staff to have the youth visit the Lorton Youth Center and take the examination with the inmates of that institution, but, after some discussion, the D. C. Department of Corrections would not approve testing for a non-inmate. A subsequent effort to arrange testing through the D. C. Department of Vocational Rehabilitation proved more fruitful. Mr. Joseph Nichols, a rehabilitation counselor with that agency, made the final testing arrangements, and James went on to pass the General Educational Development Test and receive his equivalency certificate.

James was reinterviewed, tested and accepted for Air Force enlistment, but after some soul-searching, decided to remain a civilian. He is currently working as an assistant manager at a local movie theater and is planning to enter accounting school in the fall.

FOLLOWUP TECHNIQUES

In the second contract the procedure was developed to follow up each youth between two and three months after intake. In the third contract, the procedure was changed to two months whenever possible. It was found that an earlier followup was more productive. These visits enabled the staff to find out if the youth was in need of additional services provided by the program. It also enabled the program to know the youth's present status: whether he was employed, if he had returned to school, if he had been involved with the police or courts since intake and other pertinent information.

The followup visits have been an essential part of this experimental and demonstration program since the first contract in order to keep communication between the youth and the program. The youth aides on the staff, who themselves were usually dropouts, learned to perform these followup functions very effectively. It was found that they were able to develop a great deal of rapport with the youth being served. These youth aides were trained through a series of inservice training sessions and were given close supervision by the senior counselors in each program. Their primary responsibilities in the followup process were to interview the youth, gather information as to the present status of the youth and interpret and record this information.

To record this information, a Precoded Followup Summary Record was used which was revised from the second contract. (See Appendix p. 117)

Because many of the youths in the program were working during the day, it was difficult to complete some of the followups during regular working hours. In these instances, the youth aides attempted to reach youths in the evening or on the weekend if they had not responded to messages left for them at their homes. The results and analysis of this followup information is included in Section III of this report.

A followup interview and the steps taken by a youth aide consisted of the following:

- Assignment by senior counselor of youths to be interviewed.
- Review of each file by both the youth aide and senior counselor prior to the actual followup visit. This served the dual purpose of helping the aide to acquaint himself with the person he would meet and helped to pinpoint the areas the aide should emphasize and cover in the interview.
- At the start of the interview, the youth aide identified himself, explained the purpose of his visit and the project he represented.
- Interviewed the youth if possible and if unable to see the youth then interviewed someone in the household who had knowledge of the youth's situation.
- Used the Followup Summary Record Form (See Appendix p.117) as a basis for the interview.
- Established a channel by which the youth could avail himself of the services of the program.
- Coordinated with the appropriate member of the staff to provide the particular service the youth needed.
- Upon completion of the followup visit, the Followup Summary Record was turned in to the junior counselor for checking. If there was any areas that had not been covered, it was returned to the youth aide for completion.
- If the interview was complete and satisfactory to the junior counselor, it was then given to the senior counselor for another review. If the senior counselor found the information satisfactory, it was placed in the youth's personal file.

DATA COLLECTION

In this third contract, the collection of data required for monthly, bimonthly and final reports was facilitated by the innovation of precoded intake and followup forms (See Appendix p.110-117). These forms were found to be most practical and eliminated the need for a separate coding process which was used during the first and second contracts.

Intake data was kept current for a given reporting period and the cumulative totals by the month. This activity, which involved the transfer of coded data to a special form and deriving totals, required about two hours of staff time each month. It did not interrupt services to our target population. Because the status of most youths in our population constantly changes, the followup data was not compiled until as late as possible in order to reflect the most current and accurate information.

The precoded followup form enabled the staff to compile this data quickly and accurately using the same methods devised for ascertaining the intake data. By necessity, the staff is orientated in the direction of services to the youth and these streamlined methods of data collection in no way interferred with the services provided by the staff.

Appendix

BACKGROUND OF THE NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

The National Committee for Children and Youth grew out of historical concern by leaders in education, social service, religion and health for the total well-being of America's children and youth. Its roots trace back to the first White House Conference on Children called by President Theodore Roosevelt in 1909 and similar conferences convened by presidents in each succeeding decade. A provision for organized followup activity, built into the plans and financing for the 1960 White House Conference on Children and Youth, called by President Eisenhower, resulted in the creation of the NCCY on November 1, 1960.

But NCCY is much more than a followup agency. In doing that job it quickly evolved into an essential national point of focus on children and youth in the rapidly changing decade of the sixties, helping its national, state and local constituency keep aware of developments, stimulating governmental and voluntary cooperation, and undertaking demonstration projects to pioneer new services.

While keeping its focus on the positive, i. e., helping all of America's children grow into knowledgeable, healthy and responsible citizens, NCCY helps the agencies deal with such problems as delinquency, dropouts, lack of opportunity, urban and rural slums, weakening family ties, etc. Beyond that, however, and in response to the very multiplicity of agencies and programs, governmental and voluntary, NCCY serves an essential co-ordinating function, helping avoid wasteful duplication, promoting exchange of experience and stimulating cooperative activity. NCCY is thus in itself a pioneering experiment in organization for effective concern for all children and youth.

NCCY has successfully completed its first seven years. It has demonstrated its value and is recognized as a significant force on the national scene. Its plans for the years ahead are soundly built on experience and a firm conviction that there is a continuing need for this unique mechanism.

Among the ways in which NCCY has given leadership is by calling attention to national issues concerning youth. An example of this was the conference held in May 1961 on Unemployed, Out-of-School Youth in Urban Areas. Social Dynamite, the report of that conference, has been widely used as a textbook and as a guide in the development of local projects.

As a counterpart of the urban conference, NCCY convened the National Conference on Problems of Rural Youth in a Changing Environment at Oklahoma State University, September 22-25, 1963. Grants to help finance the studies used as background material for the conference participants, were received from the Office of Juvenile Delinquency and Youth Development, U. S. Department of Health, Education and Welfare and the Office of Manpower Policy, Evaluation and Research, U. S. Department of Labor. Two important publications resulted from this conference.

> Rural Youth in Crisis: Facts, Myths, and Social Change--an edited compilation of background papers prepared by outstanding authorities on rural America.
>
> Rural Youth in a Changing Environment--proceedings of the national conference with a special emphasis on followup activities.

NCCY had a contract (1964-1966) with the National Clearinghouse for Mental Health Information, NIMH, to provide the Clearinghouse national organization and state committee publications and reports on mental health information related to children and youth.

Through the generosity of the Joseph P. Kennedy, Jr., Foundation, NCCY distributed quantities of pamphlets on mental retardation designed to be of help to expectant mothers, parents, educators, and other persons who have responsibility for the well-being of children.

Another activity of NCCY was the sponsorship of, and cooperation in the preparation and publication of, an inspirational book of photographs of children from birth to young adulthood, entitled, The Joy of Children. NCCY arranged with Pearl S. Buck, Pulitzer Prize winner and recipient of the 1938 Nobel Award for Literature, to write the text of the book. The 247 photographs were from the exhibit, These Are Our Children, prepared with the technical assistance of the Eastman Kodak Company for the 1960 White House Conference on Children and Youth.

A Joint Conference on Children and Youth is held every two years with the constituent groups cooperating in the planning. The 1964 Joint Conference, convened April 4 to 8 in Washington, D. C., on the theme, "Translating New Concepts into Services for Children and Youth." It focused on the pilot and demonstration projects now in operation, and described how the new knowledge, new methods and techniques might be woven into established institutions and ongoing services. The report of this conference, Strategy of Change, has had wide distribution.

The Mid-Decade Conference on Children and Youth was held April 12-15, 1966, in Washington, D. C. The conference theme was "Children and Youth at Mid-Decade: A Report to the Nation." The Nation Reports on Children and Youth, which provided background material for the conferees was based on information gathered from Governor-appointed state committees, 400 national organizations and 38 Federal agencies working with children and youth, regarding accomplishments since the 1960 White House Conference on Children and Youth and problems that still need to be solved.

NCCY is in process of conducting an experimental training, counseling, placement and followup program for young men committed under the Youth Corrections Act at the Youth Corrections Center at Lorton, Virginia. This program will test the effectiveness of using up-to-date techniques in a correctional institution for the purpose of rehabilitation of inmates and post-release followup as a deterrent to recidivism. The new project, funded by the Office of Manpower Policy, Evaluation and Research, U. S. Department of Labor and the Office of Education, U. S. Department of Health, Education and Welfare, went into operation June 1, 1966.

"Coordination of Related Services Individual Planning for and Followup of Rejected Armed Forces Volunteers in Baltimore and Washington, D. C."

(Called Youth Services Project in both cities.)

TRANSFER OF OMPER-NCCY DEMONSTRATION PROJECTS IN BALTIMORE, MARYLAND AND WASHINGTON, D. C. TO YOUTH OPPORTUNITY CENTERS

Contract Number:	82-09-66-106
Date:	April 1967
To:	Division of Special Programs Office of Manpower Policy, Evaluation and Research U. S. Department of Labor Washington, D. C. 20210
Reporting Agency:	National Committee for Children and Youth 1145 - 19th Street, N.W., Room 504 Washington, D. C. 20036
Executive Director:	Mrs. Isabella J. Jones, Director National Committee for Children and Youth 1145 - 19th Street, N.W., Room 504 Washington, D. C. 20036
Project Director:	Mrs. Rita S. Valeo NCCY Youth Services Project 629 F Street, N.W. Washington, D. C. 20004
Telephone: (Washington)	Area Code 202 737-3121
Training Coordinator:	William G. Sykes NCCY Youth Services Project 101 E. Fayette Street Baltimore, Maryland 21215
Telephone: (Baltimore)	Area Code 301 727-1373

INTRODUCTION

A part of the contractual obligation of NCCY to OMPER U. S. Department of Labor was to prepare a report in April 1967 concerning the transfer of the volunteer military rejectee programs in Baltimore and Washington from NCCY to the MSES and USES. In the interest of better planning and solving of problems, an interim report was submitted in January 1967 which is attached. The report for April will reflect the changes since this interim report, the planning accomplished and the problems still to be solved.

PROGRESS REPORT--Washington, D. C.

Planning for the takeover in Washington, D. C. seems to be moving along quite well with a few unsolved problems. Stephen Webb of the Youth Office is assigned full time to the D. C. Youth Services Project and it is still anticipated that Mr. Webb will supervise the project when it is incorporated into the YOC.

A second Youth Office employee, Mrs. Sharon Arkin, has completed the NCCY training program for YOC staffs but she has not started to work with the D. C. Youth Services Project. Two other members of the Youth Office completed NCCY training two weeks ago but have not yet been assigned as they are working on other assignments for the Youth Office.

Early in December NCCY staff talked with BES staff about the need for an early meeting with the U. S. Employment Service. This planning meeting was held March 2 with BES, USES and NCCY. At this meeting, it was explained by Robert Borden of USES that their appropriation of money would not cover the program to be taken over June 30, 1967. As a result of this, William O. Nichols of BES has written and submitted a proposal to OMPER anticipating funding. It is imperative to get an answer to the funding of the takeover so that USES and NCCY can take concrete steps on this.

PROGRESS REPORT--Baltimore, Maryland

Planning in Baltimore for the takeover has been lagging. It is thought that this lag is due to the more complex structure of region and state office which makes planning directly with the local Baltimore Youth Opportunity Center only "lip service" until all the channels are cleared.

Early in December NCCY staff talked with BES staff about a meeting with the YOC to work out plans. A meeting was set up but had not been cleared through the region and state so it had to be cancelled. Time marched on and March 17th a letter went from BES to the regional office in Chambersburg, Pennyslvania asking for a meeting. The meeting is now set up to be held in Baltimore sometime in April. The date is undecided as yet. In speaking informally to Mrs. Browne, Baltimore YOC manager, she reports that there will be a meeting sometime in April to which she is invited. She is aware that NCY staff should also be at the meeting and is planning to recommend this.

Jerry Collins, who completed the three-week NCCY training program in August, had been working with the Baltimore Youth Services Project one day a week. Recently he was pulled off this assignment by the YOC. In speaking with Mrs. Browne, of the YOC, she said this was done because she was short of counselors. She realizes the importance of Mr. Collins working with the project and hopes to return him to this assignment the end of April.

As yet no other members of the Baltimore YOC have participated in training. It is hoped that many problems will be ironed out after this regional meeting in April.

SUMMARY

I think we (OMPER, BES, NCCY) have been well aware of the early planning needed in such a takeover and have been attempting to do this in an orderly fashion since the beginning of this contract and still we feel we are way behind schedule. We will devote our efforts to making an effective transition between now and the termination of the contract.

It is still not clear to us who will be the trouble shooter on these programs when NCCY steps out of the picture June 30, 1967.

"Coordination of Related Services Individual Planning for and Followup of Rejected Armed Forces Volunteers in Baltimore and Washington, D. C."

(Called Youth Services Project in both cities.)

INTERIM REPORT

TRANSFER OF OMPER-NCCY DEMONSTRATION PROJECTS IN BALTIMORE, MARYLAND AND WASHINGTON, D. C. TO YOUTH OPPORTUNITY CENTERS

Contract Number: 82-09-66-106

Date: January 1967

To:
Division of Special Programs
Office of Manpower Policy, Evaluation and Research
U. S. Department of Labor
Washington, D. C. 20210

Reporting Agency:
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1145 - 19th Street, N.W., Room 504
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INTRODUCTION

A part of the contractual obligation of the National Committee for Children and Youth to the Office of Manpower Policy, Evaluation and Research was to prepare a report in April 1967 outlining the procedures, questions and problems involved in transferring a service program for armed forces volunteer rejectees from NCCY responsibility--as a demonstration project--to the Youth Opportunity Centers--as a part of their ongoing program. This interim report is being prepared to keep the funding agency aware of progress that is being made. Its contents will be incorporated into the final report that will be submitted in April.

GENERAL FINDINGS AND OBSERVATIONS

Our experience in training and offering consultation to YOC staffs from Rochester, Chicago, St. Louis and Los Angeles has enabled us to develop certain observations with reference to placing responsibility for Armed Forces Volunteer Rejectee programs with the YOC. These observations are tentative and generalized and are not always applicable in each city. We have tried to utilize these findings in our planning in Washington and Baltimore.

ADVANTAGES

1. YOC staff members are generally experienced in working with disadvantaged youth and require little training in how to work effectively with this population group.

2. The YOC has as a part of its structure a testing program which can be useful in planning with these youths.

3. YOC's usually have well-defined relationships with such resources as the Job Corps, Neighborhood Youth Corps and MDTA programs and often, in fact, carry the responsibility for screening, processing and placement of youth in these programs.

4. Job placement resources are available within the YOC structure and can be, though they not always are, effectively used for military rejectees. Job development should be expanded to include the finding of jobs tailor-made to meet the needs of this particular population of youth.

5. Supplies and facilities can be shared with other YOC programs and services.

6. The YOC may have less difficulty in obtaining the support of other community agencies than would a new, independent agency.

7. While a new, independent organization would have to completely develop its policies and procedures, the basic framework is already available within the YOC structure.

DISADVANTAGES

1. Flexibility in personnel selection is lost because of state civil service requirements and regulations. These regulations, while basically sound, may also result in positions being unfilled because there are no names on a "list" or because those persons on the list are unsuitable.

2. The program tends to lose its identity when it is incorporated into the YOC. It may either be lost among a maze of other services or it may be confused with the program for Selective Service Rejectees.

3. Project supervisors seem to have too little authority within the YOC structure. The need to have local, state and/or regional approval before making minor policy changes or making minor purchases can interfere severely with service. While it is unlikely that these requirements can be changed, it would be helpful if communications between the various management levels could be expedited.

4. Because of its association with the YOC, the project is unable to develop its own image and must accept that of the YOC. This may, of course, be either positive or negative.

5. Some opportunities to be creative and experimental are thwarted by YOC regulations.

PROGRESS REPORT--Washington, D. C.

NCCY and the Youth Office of the USES in Washington have made an excellent beginning toward assuring a smooth transition of the project from NCCY to USES control and operation. Stephen Webb of the Youth Office staff has been assigned full time to the Washington project where he serves as senior counselor and job developer, assists with the counseling program and works closely with the project administrator in order to become familiar with the factors involved in administering a program of this nature. Mr. Webb has had an opportunity to meet and work with military representatives and with staffs of other community agencies. It is anticipated that Mr. Webb will supervise the project when it is incorporated into the YOC.

A second Youth Office employee, Mrs. Sharon Arkin, has completed the NCCY training program for YOC staffs and is thoroughly familiar with the objectives and operations of the program. It is anticipated that she will begin to work part time with the project as the contract period nears its conclusion.

NCCY and the Youth Office also share job development and other resources. An excellent working relationship exists between the two agencies. The project director and BES representatives are currently exploring problems involved in the transfer of records, supplies and physical facilities. Much consideration is being given to the questions of which records and materials should and can be transferred and how such a transfer can best be expedited. A meeting of OMPER, BES, NCCY, USES, Division of Administrative Services and MSES representatives is being scheduled in January in order that these questions can be more fully explored. It is hoped that the answers to the questions can be reported in full detail in our April report.

PROGRESS REPORT--Baltimore, Maryland

Jerry Collins of the Baltimore YOC completed a three-week NCCY training program for YOC staffs in August. Since that time he has spent one day per week working directly with various members of the project staff in an attempt to learn how each staff member specifically operates on a day-to-day basis. It is expected that Mr. Collins will assume supervisory responsibility for the project when it is absorbed by the YOC. His prior experience with Selective Service rejectees has provided him with a good background for this program. As the contract period nears an end and the time for full YOC responsibility draws closer, Mr. Collins will spend an increasing portion of his time with the project.

Two other Baltimore YOC staff members will participate in the NCCY training program in early 1967. They will subsequently begin to spend some time working on the project staff in order that they might be able to move in with a minimum of confusion.

The questions around the transfer of records, materials and property are much the same in Baltimore as in Washington. These questions will be discussed at the meeting referred to in the section dealing with Washington as the Maryland State Employment Service will also have representatives present. The Baltimore YOC is also exploring the possibility of having some of the current NCCY staff members remain with the project as employees of the YOC. There seems to be a good possibility that some employees will remain, thereby lending more continuity and making their experience available to the project.

SUMMARY

It seems clear to us that the incorporation of the Armed Forces Volunteer Rejectee program into the YOC operation is feasible. It is equally clear, however, that the functioning of the project will be different. Some of this difference will be positive and some will be negative. It is difficult at this point to evaluate which will prevail. It appears that the transition will be relatively orderly; however, it is imperative that positive action be taken in the near future to specifically outline the steps involved in the transfer, particularly where fiscal matters which need budget clearance and approval are involved. Another issue that needs to be resolved is who will carry the roles of consultant, coordinator, and catalyst now being carried by NCCY. This, it seems to us, will be particularly important in those cities which have not had the opportunity to work on a day-to-day basis with the current NCCY staffs for any extended period. It is anticipated that the mechanism for this can be spelled out with representatives of BES and possibly through a meeting of the project supervisors from each city that is being considered for late spring. If the program is continued as an experimental and demonstration project after June 30, 1967, it is hoped that OMPER, the funding agency, and BES can play a more active role in assisting the local YOC's in expediting the program. This seems particularly important in the case of OMPER since local YOC's still seem somewhat unclear about the specific role carried by this agency.

It is felt by NCCY that OMPER should look into whether the five city YOC staffs will be able to do the training for other experimental and demonstration programs in their areas at the end of the contract June 30, 1967--also what role NCCY would have in this.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
WASHINGTON YOUTH SERVICES PROJECT*

623 F Street, N.W.
638-0233

Name of Youth:

Recruiter:

Branch of Service:

Date:

EST Score:

Check Area Failed

Vocabulary ☐ Math ☐ Tools ☐

Blocks ☐ Patterns ☐

Has youth taken EST previously? ☐ Yes

☐ No

Date:

---

* The above was used by Armed Forces recruiters when sending youth to the project offices in Washington, D. C. and Baltimore, Maryland.

NCCY--YOUTH SERVICES PROJECT

INTAKE RECORD FORM

Project Area ____ (1)

Youth's I.D. Number ____ (2) ____ (3) ____ (4) ____ (5) ____ (6)

Date ______________ Mo. Day Year

Interviewer ______________

I. PERSONAL DATA

Social Security Number ______________

Name ______________

Address ______________

____

Telephone ______________

(7) Age ____ (7)

1. Seventeen
2. Eighteen
3. Nineteen
4. Twenty
5. Twenty-one
6. Twenty-two

Other Contact ______________ Name Address Phone Rel.

(8) Ethnic Group ____ (8)

1. White
2. Negro
3. Other

Date of Birth ______________ Mo Day Year

(9-10) Place of Birth ____ (9) ____ (10)

______________ (see Coding Guide)

(11) Length of Residence in Project Area ____ (11)

1. Less than one year
2. One through two years
3. Three through five years
4. Six through ten years
5. More than ten years

(12) Marital Status ____ (12)

1. Single
2. Married
3. Separated
4. Widowed or Divorced

(13) Number of Dependents (enter actual number) ____ (13)

(14) Head of Family ____ (14)

1. Yes 2. No

(15) Father's Occupation ____________________ ____ (15)

1. Full-time
2. Part-time
3. Unemployed
4. Retired
5. Social Security
6. Public Assistance
7. Deceased
8. Unknown

Father's Residence ____________________

(16) Stepfather's Occupation ____________________ ____ (16)

1. Full-time
2. Part-time
3. Unemployed
4. Retired
5. Social Security
6. Public Assistance
7. Deceased
8. Unknown

Stepfather's Residence ____________________

(17) Mother's Occupation ____________________ ____ (17)

1. Housewife
2. Full-time
3. Part-time
4. Unemployed
5. Retired
6. Social Security
7. Public Assistance
8. Deceased
9. Unknown

Mother's Residence ____________________

(18) Stepmother's Occupation ____________________ ____ (18)

1. Housewife
2. Full-time
3. Part-time
4. Unemployed
5. Retired
6. Social Security
7. Public Assistance
8. Deceased
9. Unknown

Stepmother's Residence ____________________

(19) Number of Siblings
(enter actual number
9 indicates 9 or more)

(20) Youth's Position
(enter actual position)

____ (19)

____ (20)

(21) Living Arrangements ____ (21)

1. With both parents
2. With mother
3. With father
4. With mother and stepfather
5. With father and stepmother
6. With friends
7. With wife
8. Other relatives
9. Alone
10. Other (specify) ________
____

(22) Type of Residence ____ (22)

1. Public housing
2. Single-family house
3. Apartment
4. Boarding/Rooming house
5. Other (specify) ____________________

(23) Length of Residence

______ (23)

1. Less than six months
2. Six months, but less than one year
3. One year , but less than two
4. Two years, but less than five
5. Five years, but less than ten
6. Ten years or more

II. RECRUITMENT DATA

(24) Referral Source

1. Army
2. Navy
3. Marine Corps
4. Air Force
5. Coast Guard
6. Selective Service

(25) Examination Type

1. Army Screening
2. Navy Screening
3. Marine Screening
4. Air Force Screening
5. Coast Guard Screening
6. Armed Forces Qualifications Test

______ (24)

______ (25)

(26-27) Examination Score (enter actual score)

______ (26) ______ (27)

(00 indicates no recorded score due to acute reading and/or reasoning deficiency)

Recruiter ____

(28) AFQT Date __________________

______ (28)

(28) 1. Yes
2. No
3. Unknown

(29) Draft Status Date __________________

______ (29)

1. Not registered
2. Registered, not classified
3. 1-A
4. 1-Y
5. 4-F
6. Other Classification _____
7. Unknown

Local Board # _________ Selective Service #_________

(30) Reason for Enlistment

______ (30)

1. Education
2. Travel
3. Economics
4. Status
5. Military obligation
6. Social dysfunctioning
7. Patriotism
8. Career opportunity
9. Vocational training
10. Other ______________

III. EDUCATIONAL BACKGROUND

(31) Last School Attended ______________________________ ______ (31)

1. Local public
2. Local private or parochial
3. Other public
4. Special school (correctional)
5. Other ______________________________

(32) Currently Enrolled in School ______ (32)

1. Yes
2. No

(33) Type of Course ______ (33)

1. Academic
2. Vocational

(34) Grade Average ______ (34)

1. Satisfactory
2. Unsatisfactory
3. Unknown

(35) Highest Grade Completed ______ (35)

1. First through fourth
2. Fifth
3. Sixth
4. Seventh
5. Eighth
6. Ninth
7. Tenth
8. Eleventh
9. Twelfth
10. Over twelfth (explain) ____________________

(36) Age Left School ______ (36)

1. Fourteen or younger
2. Fifteen
3. Sixteen
4. Seventeen
5. Eighteen
6. Nineteen
7. Twenty
8. Over twenty

(37) Reason for Leaving School ______ (37)

1. Illness
2. Had to support self
3. Had to help support family
4. Failed to adjust
5. Graduated
6. Lost interest
7. Low achievement
8. Wanted to work
9. Expelled
10. Suspended

Formal Extra-curricular Activities ____________________

Most Interesting Subject ____________________

Leisure Time Activities ____________________

Religious Preference ____________________

IV. EMPLOYMENT HISTORY & RESOURCES

(38) Employed ______ (38)

1. Yes 2. No

Where Employed ________
____

(39) Type of Job ______________________________ ______ (39)

1. Unskilled
2. Semi-skilled
3. Skilled
4. Unknown

(40) How Employed ______ (40)

1. Full-time
2. Part-time
3. Temporary
4. Sporadic

(41) Salary ______ (41)

1. Less than $1.00
2. $1.00 to $1.24
3. $1.25 to $1.49
4. $1.50 to $1.74
5. $1.75 to $1.99
6. $2.00 to $2.24
7. $2.25 or more

(42) How Obtained ______ (42)

1. Own initiative
2. Relative
3. Friend
4. School
5. State or Federal employment service
6. Private employment agency
7. Other (specify) ______
____

(43) Term of Present Employment--From __________ to __________ ______ (43)

1. 1-4 weeks
2. 1-2 mos.
3. 3-6 mos.
4. 7-12 mos.
5. 1-2 yrs.
6. More than 2 yrs.

(44) Prior Job ______________________________ ______ (44)

1. Unskilled
2. Semi-skilled
3. Skilled
4. Never worked

(45) Former Employment (How Worked) ______ (45)

1. Full-time
2. Part-time
3. Temporary
4. Sporatic

(46) Term of Prior Employment--From __________ to __________ ______ (46)

1. 1-4 weeks
2. 1-2 mos.
3. 3-6 mos.
4. 7-12 mos.
5. 1-2 yrs.
6. More than 2 yrs.

(47) Prior Salary ______ (47)

1. Less than $1.00
2. $1.00 to $1.24
3. $1.25 to $1.49
4. $1.50 to $1.74
5. $1.75 to $1.99
6. $2.00 to $2.24
7. $2.25 or more

(48) Reason for Termination ______ (48)

1. Illness
2. Quit
3. Laid off
4. Fired
5. Dismissed
6. Firmed moved or went out of business
7. Other ______________
____

(49) Unemployment Compensation Recipient ____ (49)

1. Yes 2. No 3. Unknown

(50) Registered with State or Federal Employment Agencies (within last 6 months) ____ (50)

1. Yes 2. No 3. Unknown

(51) Registered with Private Employment Agency (within last 6 months) ____ (51)

1. Yes 2. No 3. Unknown

Resources (specify) ____________________

V. RECORD OF LAW VIOLATIONS

(52) Adult ____________________ ____ (52)

1. Yes 2. No 3. Unknown

(53) Adult Probation ____________________ ____ (53)

1. Yes 2. No 3. Unknown

(54) Adult Commitment ____________________ ____ (54)

1. Yes 2. No 3. Unknown

(55) Adult Detention ____________________ ____ (55)

1. Yes 2. No 3. Unknown

(56) Adult Fine ____________________ ____ (56)

1. Yes 2. No 3. Unknown

Explain:

(57) Juvenile ____________________ ____ (57)

1. Yes 2. No 3. Unknown

(58) Juvenile Probation ____________________ ____ (58)

1. Yes 2. No 3. Unknown

(59) Juvenile Commitment ____________________ ____ (59)

1. Yes 2. No 3. Unknown

(60) Juvenile Detention ____________________ ____ (60

1. Yes 2. No 3. Unknown

Explain:

VI. HEALTH

(61) Physically Handicapped ______________________ (specify) ____ (61)

1. Yes 2. No

General Appearance

1. Excellent	3. Fair
2. Good	4. Poor

INITIAL REFERRALS:

PROFILE:

NCCY--YOUTH SERVICES PROJECT
FOLLOWUP FORM

Project Area ____ (1)

Youth's I. D. Number ____ (2) ____ (3) ____ (4) ____ (5) ____ (6)

Date:

Intake ____________ (mo. day yr.) Followup ____________ (mo. day yr.)

Interviewer:

Intake ____________ Followup ____________

Name ______________________________

Address ______________________________

____

Respondent
- _____ Youth
- _____ Parent(s)
- _____ Other Relatives
- _____ Neighbor or Friend
- _____ Other __________

(7) Has Youth Moved Since Intake? ____ (7)

1. Yes 2. No 3. Unable to Locate (No information available form not filled)

____
(New Address--If Moved) (Phone) (Date)

(8) Total Number of Completed Followups. (Enter Actual Number) ____ (8)

(9) Change in Marital Status ____ (9)

1. Yes 2. No

(10) Marital Status (if changed) ____ (10)

1. Married 2. Separated 3. Widower or Divorced

(11) Change in Number of Dependents (specify) ____________ ____ (11)

1. Yes 2. No

EMPLOYMENT:

(12) Currently Employed Where Employed __________ ____ (12)

1. Yes 2. No ______________________

(13) Type of Job ______________________________ ____ (13)

1. Unskilled 2. Semi-skilled
3. Skilled 4. Unknown

(14) How Employed

1. Full-time
3. Temporary
2. Part-time
4. Sporadic

____ (14)

(15) Salary

1. Less than $1.00
2. $1.00 to $1.24
3. $1.25 to $1.49
4. $1.50 to $1.74
5. $1.75 to $1.99
6. $2.00 to $2.24
7. $2.25 or more

____ (15)

(16) How Obtained

1. NCCY
2. Own
3. Relative
4. Friend
5. School
6. State or Federal Employment Service
7. Private Employment Agency
8. Other (specify) ________
____

____ (16)

(17) Term of Present Employment--From ____________ to ____________
Mo.-Yr. Mo.-Yr.

____ (17)

1. Less than 4 weeks
2. 1-2 mos.
3. 3-6 mos.
4. 7-12 mos.
5. 1-2 yrs.
6. More than 2 yrs.

(18) Is This The Same Job Held at Intake?

1. Yes
2. No
3. Unemployed at Intake

____ (18)

(19) Number of Jobs Held Since Intake
(Enter Actual Number)

____ (19)

(20) Prior Job ______________ ______________________________
(Title) (Place)

____ (20)

1. Unskilled
2. Semi-skilled
3. Skilled
4. Never worked or No Prior Job

(21) Former Employment (How worked)

1. Full-time
3. Temporary
2. Part-time
4. Sporadic

____ (21)

(22) Term of Prior Employment--From ____________ to ____________
Mo.-Yr. Mo.-Yr.

____ (22)

1. Less than 4 weeks
2. 1-2 mos.
3. 3-6 mos.
4. 7-12 mos.
5. 1-2 yrs.
6. More than 2 yrs.

(23) Prior Salary

___ (23)

1. Less than $1.00
2. $1.00 to $1.24
3. $1.25 to $1.49
4. $1.50 to $1.74
5. $1.75 to $1.99
6. $2.00 to $2.24
7. $2.25 or more

(24) Reason for Termination

___ (24)

1. Illness
2. Quit
3. Laid-off
4. Fired
5. Dismissed
6. Firm moved or went out of business
7. Other ______________

(25) Unemployment Compensation Recipient (Since Intake)

___ (25)

1. Yes
2. No

(26) Registered with State or Federal Employment Agencies (Since Intake)

___ (26)

1. Yes
2. No

(27) Registered with Private Employment Agency (Since Intake)

___ (27)

1. Yes
2. No

(28) Has youth been Referred for Employment by NCCY Job Developer

___ (28)

1. Yes
2. No

(29) Number of NCCY Job Referrals (Enter Actual Number)

___ (29)

(30) Number of NCCY Job Referrals where Youth was Hired (Enter Actual Number)

___ (30)

EDUCATION AND TRAINING

(31) Educational Status at Last Contact

___ (31)

1. Still in School (Must Have Been in School at Intake)
2. Returned Full time (Must have been out of school)
3. Returned Part time (Must have been out of school)
4. Planning to Return
5. Not Planning to Return
6. Graduated (Since Intake)
7. Not Applicable (Applies to Grads, Those in Military, etc.)

(32) Did Youth Participate in Training Program

___ (32)

1. Yes
2. No

(33) Coach Class

___ (33)

1. Completed Training
2. Did Not Complete Training
3. Still Attending

(34) MDTA ____ (34)

1. Completed Training
2. Did Not Complete Training
3. Still Attending

(35) Volunteer Tutorial ____ (35)

1. Completed Training
2. Did Not Complete Training
3. Still Attending

REASONS FOR NOT COMPLETING TRAINING:

(36) Coach Class ____ (36)

(37) MDTA ____ (37)

(38) Volunteer Tutorial ____ (38)

1. Accepted New Employment
2. Entered Armed Forces
3. Returned to School
4. Entered Other Programs
5. Lost Interest
6. Incarcerated
7. Could Not Afford
8. Moved
9. Other (Specify) ____________________

Did Youth Participate in:

(39) Job Corps ____ (39)

1. Yes   2. No

(40) Neighborhood Youth Corps ____ (40)

1. Yes   2. No

(41) Other ____________________ ____ (41)

1. Yes   2. No

(42) Has Youth Entered Military? ____ (42)

1. Yes   2. No

(43) Branch ____ (43)

1. Army   4. Air Force
2. Navy   5. Coast Guard
3. Marine Corps

(44) Means of Entry ____ (44)

1. Enlistment   2. Draft

(45) AFQT (Since Intake) Date ________________ ___ (45)

1. Yes 2. No

(46) Did Youth Pass? ___ (46)

1. Yes 2. No 3. Unknown

(47-48) AFQT Score ___ (47) ___ (48)

(49) Law Violations Since Intake ___ (49)

1. Yes 2. No

(50) Juvenile ________________________________ ___ (50)

1. Yes 2. No

(51) Juvenile Probation ________________________ ___ (51)

1. Yes 2. No

(52) Juvenile Commitment ______________________ ___ (52)

1. Yes 2. No

(53) Juvenile Detention ________________________ ___ (53)

1. Yes 2. No

(54) Adult ________________________________ ___ (54)

1. Yes 2. No

(55) Adult Probation ___________________________ ___ (55)

1. Yes 2. No

(56) Adult Commitment _________________________ ___ (56)

1. Yes 2. No

(57) Adult Detention ___________________________ ___ (57)

1. Yes 2. No

(58) Adult (Fine) ______________________________ ___ (58)

1. Yes 2. No

Summary of Youth's Activities Since Intake

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
BALTIMORE YOUTH SERVICES PROJECT
Calvert Building--Room 607
101 E. Fayette Street
Baltimore, Maryland

Dear

We have learned that you recently failed to pass the written test for entrance into a branch of the armed services. The Baltimore Youth Services Project has been established by the National Committee for Children and Youth and the U. S. Department of Labor to help young men like you in a number of ways.

We may help you to:

1) enroll in a training program which may help you to meet the test requirements for military service;
2) enroll in vocational training programs;
3) find a job;
4) enroll in the Neighborhood Youth Corps;
5) get back into school (day or evening);
6) get into Job Corps.

If you think we can help you, please visit us in Room 321, Calvert Building, 101 E. Fayette Street (across the street from the Court House) any Monday thru Friday between 8:30 a.m. and 5:00 p.m. or call us at 727-1373.

Sincerely,

JOHN TOPFER
Counselor

*Letter sent to youths who fail test advising them of what the Youth Services Project can offer them.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
BALTIMORE YOUTH SERVICES PROJECT
Calvert Building--Room 607
101 E. Fayette Street
Baltimore, Maryland

Dear

Just a reminder that you were absent from coach class. If you are to improve your chances of passing the test, and of going into the service, you must attend regularly. Excessive absences may lead to your being dropped from the class.

If for any reason you find it necessary to miss class, please call me so I will know you will not be present. If you have a good excuse, you will be officially excused from class. My telephone number is 727-1373 or 727-1374.

Yours truly,

Coach Class Counselor

*Coach class absentee letter sent if youth misses one class without being excused.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
BALTIMORE YOUTH SERVICES PROJECT
Calvert Building--Room 607
101 E. Fayette Street
Baltimore, Maryland

Dear

In an effort to complete our record on you, we have attempted to contact you on numerous occasions. Unable to do so, we would appreciate it if you would call us at 727-1373 or 727-1374 or stop by the office at 101 E. Fayette Street, Room 321, so that we may do a followup.

Thank you for your cooperation.

Sincerely,

*Followup letter--left at youth's home if unable to contact youth or if information is insufficient to complete followup

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
BALTIMORE YOUTH SERVICES PROJECT
Calvert Building--Room 607
101 E. Fayette Street
Baltimore, Maryland

Dear

Please fill in the following information and return this letter in the self-addressed, stamped envelope provided. This data is essential if we are to keep an accurate record on you.

1. Are you employed? a. Yes _____ b. No _____

   Where are you employed? ______________________________

2. How much are you earning per hour (or per week)?

   ____

3. When did you start work? __________ Day __________ Month

4. Did you get the job at: ______________________________

   a. Yes _____ b. No _____

   If yes, are you still working there?

   a. Yes _____ b. No _____

   If no, why not?

   a. did not go for interview
   b. did not like type of work
   c. was not hired (give reason why) ____________________

If you are not employed, please return to the office and see Mr. Hooper.

Sincerely,

*First followup letter to determine if youth secured employment to which he was referred. If this is not returned, #2 job followup letter is sent.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
BALTIMORE YOUTH SERVICES PROJECT
Calvert Building--Room 607
101 E. Fayette Street
Baltimore, Maryland

Dear

It has been brought to my attention that you were unable to gain employment at the last job to which we sent you. It has been rather easy the past few weeks to find jobs for young men. If you are interested in finding a job, please call us at 727-1373.

Sincerely,

John C. Hooper
Job Developer

*No. 2 job followup letter--attempt to have youth return to another referral.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
WASHINGTON YOUTH SERVICES PROJECT
623 F Street, N.W.
Washington, D. C. 20004
Telephone 638-0233

Date

Youth's Name
Youth's Address

Dear ________________,

It has been brought to our attention that you have recently been rejected by the Armed Services for failure to achieve a passing score on the written examination.

Our project is designed to help young men like yourself prepare for and pass the test for entrance into the Armed Forces. This is accomplished by special free training--coach classes held three times a week.

If you are still sincerely interested in becoming a member of the Armed Forces, please bring this letter to 623 F Street, N.W. any weekday between 8:30 a.m. and 5:00 p.m.

We are looking forward to seeing you.

Sincerely,

Harvey A. Schwartz
Project Counselor

HAS:ml

*This letter sent to contact those youths who failed the AFQT. Their names were taken from the recruiter's files.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
WASHINGTON YOUTH SERVICES PROJECT
623 F Street, N.W.
Washington, D. C. 20004
Telephone: 638-0233

Dear

Several months ago you expressed a desire to join the U. S. Armed Forces, but did not qualify on the written exams.

Since that time the standards have been lowered and we believe that you now have a very good chance of joining with little or no extra work on your part.

If you are still interested in joining the Armed Forces, come in to see us as soon as possible on the following days:

Monday	8:30 a.m.--8:30 p.m.
Tuesday	" -- "
Wednesday	" --5:00 p.m.
Thursday	" --8:30 p.m.
Friday	" --5:00 p.m.

We are looking forward to seeing you.

Sincerely,

Stephen D. Webb
Senior Counselor

SDW:ml

*This letter was sent to youths registered with the Project who had failed to qualify for the military service in the past, but might qualify for service entrance under the lowered standards.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
WASHINGTON YOUTH SERVICES PROJECT
623 F Street, N.W.
Washington, D. C. 20004
Telephone: 638-0233

Dear

You recently expressed an interest in joining the U. S. Armed Forces.

We have a program designed to help you pass the necessary tests to enter the U. S. Armed Forces, within approximately six weeks.

If you are interested in receiving this help to prepare you for the test, please come in as soon as possible on the following days:

Monday	8:30 a.m.--8:30 p.m.
Tuesday	" "
Thursday	" "

We are looking forward to seeing you real soon.

Sincerely,

Stephen D. Webb
Senior Counselor

SDW:ml

THE CLASS IS NOW BEING FORMED.

*This outreach letter is sent to youth referred to the Project by recruiters, but who do not appear for an intake interview.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
WASHINGTON YOUTH SERVICES PROJECT
623 F Street, N.W.
Washington, D. C. 20004
Telephone: 638-0233

Dear

We have noticed your absence from the evening class and wonder if there is any particular reason. If you are working late or have been ill or just lost interest, we would really appreciate a phone call from you to let us know about it.

The class still meets Monday, Tuesday, and Thursday from 5:30 to 8:30 p.m. The office also opens every day at 8:30 a.m. and we would be glad to hear from or see you at any time.

Sincerely,

Stephen D. Webb
Senior Counselor

SDW:ml

*This letter sent to youth who had been absent from the coach class for one week.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
WASHINGTON YOUTH SERVICES PROJECT
623 F Street, N.W.
Washington, D. C. 20004
Telephone: 638-0233

Date

Youth's Name
Youth's Address

Dear ________________,

We are attempting to find out how you are getting along since we last heard from you.

Please let us know if you desire our assistance in finding a job, returning to school or entering the Armed Forces. Give us a call at 638-0233, or come in to see us at 623 F Street, N.W. We will be glad to help you.

Sincerely,

Stephen D. Webb
Senior Counselor

SDW:ml

*Contact letter sent when we wanted to find out how a youth was doing, if we could be of any service, and if he could not be contacted by regular followup.

16 SEPTEMBER 1966

UDA 077 WA 165 (DL)

TO:

FROM: YOUTH SERVICES PROJECT
623 F STREET, N. W.
WASHINGTON, D. C.
638-0233 (PHONE)

THIS IS ANOTHER REMINDER THAT THE PROGRAM TO HELP YOU ENTER THE ARMED FORCES WILL BEGIN ON MONDAY, SEPTEMBER 19, 1966 AT 5:30 PM. CLASS WILL BE HELD AT 623 F STREET, N.W., ACROSS THE STREET FROM THE HECHT COMPANY. IT IS IMPORTANT THAT YOU ATTEND THIS FIRST MEETING. WE WANT TO SEE YOU THERE!

9/16/66 mcl 612
WASHINGTON, D.C.

*This letter sent to remind youth awaiting evening class entry of the start of a new class.

YOUTH SERVICES PROJECT

INDIVIDUAL TRAINING DATA

NAME: ______________________________ AGE: __________

ADDRESS: ______________________________ CLASSIFICATION: __________

PHONE: ______________________________ FILE: __________

JUNE

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

JULY

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

AUGUST

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPTEMBER

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DATE ENTERED: __________ DATE DROPPED: __________

NUMBER OF SESSIONS: __________ PRESENT: __________

REMARKS: ______________________________

____

____

____

____

____

ACADEMIC EDUCATIONAL SERVICE

LESSON PLAN

SUBJECT: ____________________ INSTRUCTOR: ____________________

LESSON TITLE: ____________________ DATE: __________ HOUR: ________

PURPOSE: ____

____

MATERIALS: ____

REFERENCES: ____

STEPS FOR INSTRUCTION	METHODS TO BE USED
1. INTRODUCTION (review; and introduction of new materials)	1.
2. SUBJECT MATTER TO BE TAUGHT	2.
3. CONCLUSION (summary clarification evaluation; assignment)	3.

*Lesson Plan form used to briefly outline mathematics lessons.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
WASHINGTON YOUTH SERVICES PROJECT
623 F Street, N.W.
Washington, D. C. 20004
Telephone: 638-0233

Date

Local Board No. ________
Selective Service System
916 G Street, N.W.
Washington, D.C.

Re: Youth's Name
Selective Service No. __________

To Whom It May Concern:

The above named has completed a special education program sponsored by the United States Department of Labor, Washington, D. C.

This program was in session for a period of ten weeks in which remediation of English, Mathematics, Tool Recognition and Abstract Reasoning was the total curriculum. Mr. __________ did well in all areas of this program.

In view of the fact that Mr. __________ is now classified _____ by your board, it is strongly recommended that all consideration be given for re-testing.

Your cooperation in this matter is very much appreciated.

Sincerely yours,

Stephen D. Webb
Senior Counselor

SDW:ml

* This letter sent after the youth had completed the program and wanted to be retested.

Hope to Pass Qualification Test

Armed Forces Rejects Get 2d Chance

While staying out of the armed forces is a prime concern for many young men, 20 youths rejected for military service are studying in Washington to make themselves eligible for the draft or enlistment.

They are taking ten weeks of classes, three nights a week, in vocabulary, arithmetic, abstract reasoning, and tool recognition. Their object is a second chance to pass the Armed Forces Qualification Test they flunked the first time around.

The classes at 623 F st. nw. are run by the Youth Services Project of the National Committee for Children and Youth under a contract from the U.S. Labor Department.

About 500 youths have taken the special classes since they began three years ago. Project Administrator Rayford Myers estimated that 20 per cent of last year's enrollees went into military service. The others either went back to high school, took jobs, or dropped out of sight.

Voluntary Program

"It's a strictly voluntary program," said Myers. "Most of our men have tried to enlist but couldn't pass the tests. We get some rejected draftees only if they feel they still want to get in the service. The recruiting office gives them a card referring them to us if they still want to join. If they decide to come to us, they're pretty well motivated to enter the service."

One of the project's "graduates" is Sgt. Henry Jacobs, 1228 Carrollsburg pl. sw., now stationed with the Army's 101st Airborne Division at Fort Campbell, Ky. In town on leave this week, Jacobs described his reasons for entering the program.

"I wanted to make something of myself," said Jacobs, 19. "I dropped out of Western High School in the tenth grade."

"I meet a lot of people every day who ask me why I wanted to join the Army after I had a choice to stay out. Well, somebody had to fight for our country, even in Vietnam. I'd fight for my country anywhere."

Jacobs said he failed the qualifying tests when he first tried to enlist. He entered the Youth Services Project classes and later qualified to volunteer for the draft upon his second try at the tests. He has been in the Army for the past 21 months.

Most Are Dropouts

"Most of the men want to get into the service for training or travel," said Myers. "Most are dropouts and cannot find jobs because they have no skills. They feel the service will give them training so they can get better jobs later."

When the rejected youths come to the project office they talk with one of four counselors. Often, Myers said, they are counseled to return to school or helped to find a job if they are not sure they really want the service.

"The training is geared to the military, and we only give it to those who want to join the military," Myers said. "But they do not have to join afterwards."

While the armed forces tests are geared to persons with eighth grade educations, the majority of the test failures who come to the Youth Services Project have ninth and tenth grade educations. Poor schools and environments help account for their failing the tests, according to Myers.

PART TWO

COORDINATION OF RELATED SERVICES, TRAINING OF YOUTH OPPORTUNITY CENTER STAFFS AND THE DEVELOPMENT OF EXPERIMENTAL AND DEMONSTRATION PROJECTS FOR ARMED FORCES VOLUNTEERS IN FIVE CITIES

June 1, 1966 to June 30, 1967

CONTRACT NUMBER 82-09-66-67

A REPORT TO THE
BUREAU OF EMPLOYMENT SECURITY
of the
UNITED STATES DEPARTMENT OF LABOR
by
THE NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

MEMBERS OF THE NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

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Dr. John Slawson
Roy C. Votaw
Colonel Jane E. Wrieden
Dr. Ruth Stout Wright
Mrs. Sara-Alyce Wright

NCCY Training Program Staff

Mrs. Isabella J. Jones, Executive Director, NCCY
Mrs. Rita S. Valeo, Project Director

William G. Sykes, Training Coordinator
Barton Straus, Assistant Training Coordinator
Mrs. Carol Rogers, Training Secretary
Barbara Roadman, Secretary to the Project Director
Glenn R. Graham, Mimeograph Operator--Clerk

Mrs. Blanche Schiff, Administrative Officer
Mrs. Emily S. S. Moore, Financial Clerk

ACKNOWLEDGEMENTS

The training staff of the National Committee for Children and Youth wishes to thank all those individuals and agencies who extended their cooperation, support and services to us during this one-year experimental and demonstration project. We are particularly grateful to:

- the staff of the Bureau of Employment Security of the U. S. Department of Labor, especially William O. Nichols and John Brown of the Youth Training Division who gave freely of their time, knowledge and guidance in helping to assure that this project would achieve its goal;

- the staff of the Office of Manpower Policy, Evaluation and Research for their continued support of NCCY in its effort to develop effective programs for youth who fail to meet the qualifications for military service entry;

- the staffs of the NCCY Youth Services Projects in Baltimore and Washington who made all their professional and personal resources available to the trainees from other cities and who conducted effective on-the-job training programs for these staff members;

- the staff of Project Challenge for their cooperation in the training program;

- Major John L. McCaskill, Jr., Lieutenant James E. Grider and Sergeant Major Alfred Harris of the U. S. Army Recruiting Service at Fort Holabird, Maryland, who arranged tours of the testing and processing facilities at Fort Holabird for all trainees;

- the Army, Navy, Marine Corps and Air Force Recruiters in Baltimore and Washington who allowed the trainees to tour their facilities and who gave so freely of their time and expertise in explaining the recruiting process to the trainees;

- Harry Smith, director of the Baltimore Street Club Workers Program, and William Rawlings, supervisor of Adult Education in Baltimore, who served as consultants to the training staff and who conducted institutes and workshops during the training program; and to

- Colonel Clemens Traber, D. C. Selective Service, for his tremendous cooperation throughout the training program.

INTRODUCTION

Since June 1, 1966 the National Committee for Children and Youth has been engaged in a project to train selected staff members from five Youth Opportunity Centers in Chicago, St. Louis, San Antonio, Los Angeles and Rochester. The purpose of the training was to enable these staff members to return to their own cities and establish experimental and demonstration programs for the training and placement of youth who failed to meet minimum requirements for military service. The project was funded by the Office of Manpower Policy, Evaluation and Research through the Bureau of Employment Security which, in turn, entered into a subcontractual arrangement with the National Committee for Children and Youth under Contract Number 82-09-66-67.

This report represents a compendium of the training and consultative services offered during the period of this contract and some recommendations and projections in terms of future services.

Purpose of the Project

The purpose of this project was to train staff from Youth Opportunity Centers in five cities to assist youth rejected by the Armed Forces on the basis of a written test to qualify for military service, obtain meaningful civilian jobs, return to school or enter training programs designed to increase their productivity. This project was an expansion of an experimental and demonstration program that had been in operation in Baltimore, Maryland and Washington, D. C. under the auspices of the National Committee for Children and Youth and funded by the Office of Manpower Policy, Evaluation and Research of the U. S. Department of Labor. Another aspect of the project involved continuous consultation from the National Committee for Children and Youth to the YOCs after the programs became operational in the various cities.

This project was funded by OMPER through the Bureau of Employment Security which subcontracted with the National Committee for Children and Youth to provide training and consultation services for its YOC staff members. It represented an attempt by a federal agency to utilize the experience and knowledge of a private agency in expanding the program and services of one of its constituent agencies. It further represented an attempt to insure that knowledge gleaned from an experimental program can be effectively utilized in planning for ongoing services. The specific purposes of the program as they apply to the target population of volunteer rejectees are detailed in the National Committee for Children and Youth reports to the Department of Labor under contract number 82-09-66-106 (see PART I of this report).

Experimental and Demonstration Features

The following are among the experimental and demonstration features of this project under the staff training and consultation subcontract:

A. to ascertain the kind of training needed by YOC personnel to establish effective programs for volunteer military rejectees in their cities;

B. to determine the optimum length of time for offering such training and to find out how much of this time should be spent in dealing with the theoretical aspects of the program and how much in actual on-the-job training experiences;

C. to determine whether staffs from cities of varying sizes, economic structures, social systems and stages of development in terms of resources for the target population can be trained together or if the training needs to be specifically directed toward the situation in a particular city;

D. to ascertain the kinds of training materials that are most helpful during the period of training and after the projects become optional;

E. to evaluate various approaches to offering consultative services--to include consideration of when evaluative visits should be made to the various cities, the duration of these visits, what personnel make the most effective consultants, the nature of the consultation needed by the program staffs, the extent to which consultation can be offered by telephone or letter, and how consultation needs vary from city to city;

F. to evaluate various reporting techniques in an attempt to insure that the most comprehensive and constructive means of gathering data from widely separated settings are being used;

G. to observe the extent to which a project either changes or remains stable when it is transferred from a semi-autonomous agency to a host setting where much policy and practice is determined by rules and regulations of the host agency; and

H. to assist in determining the real need for volunteer rejectee programs in the country by evaluating the demand for services in cities of varying populations, different degrees of unemployment and different sociocultural orientations.

THE TRAINING AND CONSULTATION PLAN

The training and consultation plan that was to be followed was a simple, three-phase effort. These phases included:

A. A two-day conference in Washington involving local, state and regional personnel from the area in which the project was to be established and for whose staff the next training program would be conducted. The purpose of the conference was to familiarize management personnel with the project and the kinds of requirements that would be made of them during the training and operational aspects of the project. The conference was also used to clear up administrative and budgetary matters and to enable local, state and regional personnel to initiate plans in order that they might be prepared when the next phases began.

B. The actual training of the local Youth Opportunity Center staff members in Baltimore and Washington. The typical pattern was to have training groups of about ten representing two cities. Thus, Rochester was paired with Chicago, St. Louis with Los Angeles and a second group from Chicago with San Antonio. The Washington and/or Baltimore YOC's had representatives in each training group.

C. The final phase involved one or more consultative visits of the NCCY staff to the local projects after the staffs had completed training and the programs had become operational. The purpose of the visit was to offer assistance with any problems that might have developed; to acquaint the local staffs with any new materials that might be available; and to act as liaison between local agencies, NCCY and BES.

This three-phase plan was utilized throughout the contract and seemed to be quite effective. At one point it was suggested that it might be useful to have the NCCY staff visit the cities prior to the training; however, our continuing experience suggested that this was not as effective a plan as the one mentioned above.

Training

The first training program was three weeks in length while all subsequent sessions were two weeks in duration. Training was held in Washington or Baltimore with the local staffs being brought to these cities in order that they might have the experience of observing and participating in programs that were already operational. Following are summaries of the three training programs that had been completed at the time of the preparation of this report:

A. The first training program for YOC staff members was conducted in Baltimore and Washington between August 8-26, 1966. Participants included five trainees from Chicago, three from Rochester and one from

Baltimore. The training proceeded smoothly and according to schedule with the exception of the first day, when transportation problems growing out of the airlines strike dictated the late arrival of one trainee, and several days when temporary facilities had to be used because of a delay in the renovation of the Baltimore training office.

Personnel selected for training were highly motivated, competent and receptive to the training that was being offered. They were, for the most part, experienced YOC counselors with useful backgrounds in coping with the problems of youth employment. During the two and one-half week period, the trainees were exposed to a variety of materials and experiences.

These included:

1) the background, development and philosophical basis of the project;

2) a summary of project experiences in Washington and Baltimore;

3) evaluations of the current situations in the cities with emphasis on staff, job development, counseling, training, followup and community resources;

4) procedures for internal record keeping and reporting to NCCY and BES;

5) exposure to the type of tests youths face as they attempt to enlist in military service;

6) testing of the trainees' knowledge of the target population, particularly as it related to military service;

7) recruitment and screening techniques;

8) interviewing and planning techniques;

9) visits to Armed Forces recruiting stations;

10) visit to the Armed Forces Examining station at Fort Holabird, Maryland;

11) an examination of resources for, types of, purposes of, supportive services for and problems related to Armed Forces coach classes;

12) observation of coach classes in session;

13) evaluation of deterrents and alternatives to military service;

14) reviews of case records;

15) consideration of job development and counseling for Armed Forces rejectees;

16) exposure to various kinds of training materials to be used in coach class and other remedial programs; and

17) five days of on-the-job training which involved each trainee working directly with members of the local project staffs.

A copy of the training schedule is included in the Appendix (see p. 163). This schedule presents a more comprehensive picture of how the training was handled.

The initial training program for Rochester and Chicago staffs was very successful. The trainees grasped the material quickly and post-tests indicated that they digested the data thoroughly. They brought much to the training sessions and introduced many new ideas which will be helpful as the program expands. While Rochester and Chicago are very different kinds of cities, the trainees felt that having a joint training session was most helpful as it enabled them to learn much from each other. The trainees interacted well with the Washington and Baltimore staffs, learned a good deal from their brief work experience in the local programs and introduced several ideas which were incorporated into local office procedures. Generally then, the training was highly successful with the only suggested changes being the shifting of the sessions with the master counselors from the day before the training began to the day after it ended and reducing the training period to two weeks.

The primary problems that arose during the training period were basically of a personal nature. The trainees were--in some instances--called upon to advance their own funds for travel, lodging and board for the two and one-half week period. Several felt this to be an imposition. Another problem developed around transportation since, because of a convention in the city, we were unable to obtain hotel accommodations within walking distance of the training site. Some trainees also felt that planning for their leisure time activities might have been more extensive. Efforts were made to alleviate these problems with future training groups.

B. Training for the staffs from Los Angeles, California and St. Louis, Missouri was held in Washington and Baltimore during the period between November 28, 1966 and December 9, 1966. On the basis of our experience with the Chicago and Rochester groups, some changes were made in the training schedule. The major change involved shortening the period of training from five to two days since the staffs were quite experienced in interviewing and counseling.

Eleven persons participated in the training. This number included seven Los Angeles representatives, three persons from St. Louis and one from the Youth Office of the United States Employment Service in Washington, D. C. The trainees had between nine months and twenty years of Employment Service experience and all had previously worked with youth with characteristics similar to those of Armed Forces rejectees. Each of them contributed freely to the discussion and a considerable amount of learning came out of the interaction with the group as well as from the specific information provided by the NCCY training staff.

The training specifically highlighted the following areas:

1) the background, development and philosophical basis for the project;

2) an analysis of the current situations in the participating cities and the relationship of this to the purposes and intent of the project;

3) exposure to the problem and identification of the target population;

4) familiarization with the kinds of tests youths must negotiate in order to enter the military services;

5) visits to Armed Forces Recruiting stations and the Armed Forces Examining Station at Fort Holabird;

6) familiarization with the daily operational procedures of the Washington and Baltimore offices;

7) reviews of case records, reports and special materials;

8) participation in the observation of coach class and group counseling programs;

9) special institutes and workshops with selective service and adult education personnel;

10) a special workshop on "Characteristics of Disadvantaged Urban Youth" planned and executed by Harry Smith, director, Street Club Worker Program, Baltimore;

11) a review of administrative policies and procedures by BES representatives; and

12) planning for continuing liaison between NCCY and local representatives.

At the end of the training, an evaluation was made by the participants. They concluded that the training was pertinent, well planned and executed and provided them with an excellent base upon which a program could be built. A summary of the written evaluations is included in the Appendix of this report. A copy of the training schedule is also attached.

In the opinion of the NCCY staff, this was an excellent training program. This was made possible by the dynamic personnel selected by the local agencies to participate in this program. It was clear from the beginning that the staffs had familiarized themselves with the problem and had done some prior planning on both the intra and interagency levels. They participated eagerly, raised pertinent questions, made good use of the materials and seemed prepared to get off to a smooth beginning when they returned to their own cities. In view of the success of this program, only minor changes were made in subsequent training schedules. Followup visits were made to Los Angeles and St. Louis at a time which seemed appropriate to the local supervisors and to NCCY.

C. During the period between March 6 and 17, training was conducted in Washington and Baltimore for YOC staff members assigned to the Volunteer Military Rejectee projects in San Antonio, represented by a supervisor and two counselors; Chicago, by the newly appointed project coordinator and a counselor; and Washington, by two counselors.

Representatives from Los Angeles and from the national office of the Bureau of Employment Security were unable to participate as scheduled.

The two weeks of training followed the same pattern as previous training programs. The theory and philosophy of the program were emphasized; however, the trainees were given an opportunity to observe the program in operation; to visit military installations and to meet recruiting personnel; to familiarize themselves with the kinds of standards youth must meet in order to qualify for military service; and to explore the use of community resources in providing assistance for the target population. The trainees were also provided with several training manuals and other materials to be used in establishing coach classes for the volunteer military rejectees.

The training proceeded smoothly and the trainees indicated that they had been provided with a sound basis for initiating or expanding programs in their own cities. It was felt that the training was appropriate and comprehensive. The only difficulties arose out of the pacing of the training, which had originally been planned with a larger group in mind. Some of the training, consequently, moved too slowly for the small group involved in this training session. The NCCY staff felt that the participants brought a great deal of interest and enthusiasm to the training and derived a great deal of benefit from it.

Consultative Visits

Subsequent to the completion of training of local staff personnel from the Youth Opportunity Centers, members of the NCCY training staff visited the local projects for the purpose of ascertaining the extent to which progress was being made in implementing the program; identifying problem areas and attempting to bring about a resolution to the problems and to glean facts from the local situation that might be helpful in working with groups from other cities. The NCCY staff members made themselves fully available to the local staffs, with visits being made at the time they considered most appropriate.

Visits to the local projects by the training coordinator and/or the assistant training coordinator were made as follows:

Rochester, New York	September 26-30, 1966
Chicago, Illinois	December 12-16, 1966
Los Angeles, California	February 6-10, 1967
St. Louis, Missouri	March 20-23, 1967
San Antonio, Texas	May 22-25, 1967

In each instance the major portion of staff time has been spent with "line" staff rather than with administrative and executive personnel. The premise on which we worked was that the only way to clearly ascertain how the program was functioning and to identify problems would be to have close contact with day-to-day operations.

The NCCY staff also made an effort to meet local recruiters and to share with them our experiences in Washington and Baltimore. We also visited local agencies and had occasion to participate in several inter- and intra-agency meetings. There was a concerted effort to insure that any suggestions or recommendations we made traveled through the proper channels and that they were in keeping with policies and procedures of the host agency, i.e., the YOC, to which the project was administratively responsible.

We feel that these visits were very productive and served a useful purpose. They enabled each city to profit from experiences in other cities. They made it possible for NCCY to fill in gaps with the local staff that might have been overlooked during the training period. The visits also provided NCCY with an opportunity to answer questions for local staffs very promptly while such answers might not have been forthcoming for weeks had the questions been directed through normal channels. It was also possible for the consultative staff to interpret certain aspects of the project to local and state personnel in a way that was easily understood in the light of the local situation since NCCY would have some awareness of problems on both the local and national levels. Summary reports of the consultative visits are included in the Appendix to this report.

Problems are involved when an outside organization, such as, NCCY, attempts to provide consultation services to a governmental agency at a local city level, and these problems should be presented for the guidance of other organizations in similar situations. Three specific problem areas are mentioned.

First is the problem of communication. Local employment offices are organized into state employment services, which in turn are affiliated with the United States Employment Service through regional offices. This makes direct communication at the local level difficult unless well defined communication channels are followed. An outside agency not familiar with these channels is very apt to miss one and find that it has unintentionally created a problem. Following channels, of course, is time consuming, and the outside agency may be left wondering whether its communication ever got to the person intended in the form intended.

Second, there is a problem of reporting. Outside agencies can develop their own reports tailored to their own needs. Interjecting these reports into an ongoing governmental reporting program is difficult. In the present instance complete reporting data, as envisaged by NCCY, were never fully incorporated into reporting procedures. Revisions in these procedures, requiring as they do USES, Department of Labor, and Bureau of the Budget clearances, were not effected until late in the program. Fortunately, NCCY training of local office staffs included training in requisite record keeping so that reporting data was available from local records when required.

Third is the problem an outside agency has in providing consultative services through a national office to a state agency. No criticism is intended here. National and regional office personnel were most helpful and specific in offering NCCY services to the states in the spirit intended. NCCY and national and regional office staffs adopted a "we only want to be helpful, we don't want to evaluate you" attitude. Still it is felt that the services of NCCY were not requested by the localities concerned to the extent that they might have been. There seemed to be a reluctance to call in outside help in the development phases of local programs. There was rather a tendency for the local office to want to develop its own program, solve its own problems, and invite visitors only when the program could show positive results. NCCY did perform an important advisory service at this point, but it is felt that its services could have been used more extensively and profitably if states had availed themselves of the offer during earlier developmental stages of the program.

SUMMARY OF CURRENT STATUS OF PROJECT

The following is a brief summary of the status of the project in the seven cities in which services for volunteer armed forces rejectees are being offered.

Los Angeles

At the risk of being judgmental, it seems safe to say that the Los Angeles project currently has the best program of any of the cities in which the project was newly initiated. The staff includes a project coordinator, six counselors or counseling supervisors, four community workers and a secretary. The project operates out of two Youth Opportunity Centers with staff divided into two teams.

Coach classes are currently being held in both centers. Two teachers, both well prepared for the task, are provided and paid by the Los Angeles Department of Education. Counseling and supportive services are handled by the project staff.

This project has made a considerable impact on the community and has been the subject of a short television news special. The training site has been visited by a congressman and the project coordinator has been asked to discuss the program at regional meetings of the Employment Service and of Navy Recruiters. There is every indication that this project will continue to grow in effectiveness and in its impact in the community.

Chicago

This project is operating quite effectively. The project coordinator indicates that the staffing pattern is adequate and that the program is showing constant growth. Two coach classes are currently operative, both being held in the Loop YOC in the center of the city. Two of the counselors on the staff have been certified as teachers by the Chicago Board of Education and are currently serving in dual capacities as teachers and counselors. They are paid by the Board of Education for their teaching function. Many youths travel considerable distances to avail themselves of the services. Much of the credit for motivating these youths is given to a community worker who is an integral part of the team. There has been some difficulty in placing some youth in employment and, for this reason, a job developer is being added to the staff. The project coordinator indicates that the outlook is very positive and can identify no problems that cannot be solved.

St. Louis

After a slow beginning, caused by difficulties in obtaining suitable physical facilities for the program, the St. Louis project is now operating very effectively. The project is located in a federal building well suited to the purpose. Coach classes are operative and are currently being taught by the project counselors. Negotiations are underway to obtain teaching support from the St. Louis Department of Education. A very effective job placement program has been worked out using regular YOC placement channels supplemented by the special attention of one of the project counselors. Good working relationships have been established with all recruiters and a referral system has been developed. Considerable support is being given the project by local and state administrators. The outlook in this city can be considered excellent.

Baltimore and Washington

The project is operated by NCCY under its third experimental and demonstration contract from OMPER in these two cities. In both areas it has become a valuable and respected part of the total program of services to youth in the cities. Since these two cities are under a separate contract, a detailed report of their activities is being submitted under separate cover.

Since the current contract will expire in Baltimore and Washington effective June 30, 1967, a major concern in recent months has been to effect a smooth transition from NCCY auspices to the YOCs in the two cities, thus placing these two projects under the same umbrella as the five other cities. While some progress has been made and some YOC staff members have been trained in both cities, many questions are still unanswered. Most of these questions revolve around the funding pattern as it is not now known precisely what funds will be made available to the two YOCs; how much staff they will be able to assign to the program; and what physical facilities will be made available. Planning meetings have been held in each city and, at this point, it seems safe to say only that the project will be operated in some form under YOC control in Baltimore and Washington in 1967-68.

Rochester

The project was least effective in Rochester. It was difficult to maintain intake high enough to justify three full-time counselors and to develop and maintain a coach class. On April 30, 1967 it was decided to terminate the project in Rochester and to have the regular YOC operation assume its functions. Several factors seemed to bring this about. First, the population of Rochester is marginal in terms of supporting a program of this nature. Second, this city enjoys a very low rate of unemployment. Third, military quotas are low and the rate of rejection seems quite limited in comparison with the other cities. Fourth, and finally, Rochester has a number of other retraining and placement programs into which these youths might fall. Although all referrals by the recruiting services were followed up in person or by phone, the project was never able to program a coach class of more than five rejectees, and this number was too small for board of education involvement.

San Antonio

In this, the newest of the projects, a very fine beginning has been made. Coach classes became operative a few weeks after the completion of staff training and are currently well attended and very effective. Excellent relationships have been developed with military recruiters and intake has been quite good. One problem area has centered around the preponderance of Spanish speaking participants; however, the project staff has been very ingenious about preparing special materials for these youths. The counselors are currently teaching the coach classes; however, efforts are being made to have a local tutorial group assume this responsibility. It seems clear that the San Antonio project will be highly successful.

NEW CONCEPTS AND PRINCIPLES LEARNED

In an experiment involving a private agency and federal, state and local agencies, it is hoped that each can learn from his joint working relationship with the other. In this way a better understanding of the problems faced by the other agency can be developed and awareness of the resources of that agency can be enhanced. Both BES and NCCY profited from this project, in our opinion, and learned much that can be useful as other public agencies assume functions formerly carried by private agencies or as private groups begin to offer services formerly handled by agencies of government.

The following are among the concepts and principles which developed out of this particular NCCY-BES experience:

A. Structure and flexibility are not necessarily contradictory concepts. There is a need for flexibility in the structure that is typical--and necessary--in public agencies and private agencies must have a structure to the flexibility that is possible because of their nature. Problems develop when the structure becomes so rigid as not to allow for unique situations or when administration is so flexible that the agency is not able to refer to and profit from past experiences. While NCCY would like to see more instances of individual handling of situations according to the circumstances surrounding them, it can appreciate the need that a large agency such as BES has to require that certain problems be handled in a certain way through specifically prescribed channels.

B. The concept of "reaching out" is more fully accepted by BES as a result of this experience, we believe, and the problems involved in using this approach in a public agency are more fully understood by NCCY. This experience has shown that no matter how good a service is, it must be "sold" to those who must use it. This cannot be done by merely making a service available and waiting for "customers." The staff must leave the office and involve themselves through personal contact with the referring agency and the target population. Where this was done most effectively, fewer problems were involved in getting the project "off the ground." NCCY has learned that where this approach has not been used by an agency in the past, an educative process for line staff and for administrative and supervisory personnel must be included in the total plan.

C. Both agencies have developed a fuller appreciation of the need to allow for local differences in developing a national plan for any program. Differences in local agency structure, population, philosophy, physical arrangements, personnel, etc., greatly influence the direction that a program can take. In implementing national plans, certain local options must be developed in order that the most suitable approach can be used in each locality.

D. Both BES and NCCY have developed a fuller appreciation of the fact that while certain basic procedures must be followed in any program, there may be no optimum way to reach a prescribed goal or objective. For example, the development of local advisory boards was viewed as an optimum way of developing local agency support for the project in the various cities. This has not been accomplished, yet there is every evidence that support is being provided in nearly all cities.

E. There is a consensus among the two agencies that for a private group to offer consultation "on call" to a public agency may not be enough. In most instances, NCCY had to take the initiative in arranging the consultative visit or in making the telephone call to ascertain what progress was being made. We would suggest that in future contractual arrangements of this nature, consultative contacts should be preplanned and prescheduled in order that the local agencies might more fully use the services available to them.

CONCLUSIONS AND RECOMMENDATIONS

The NCCY experience under this experimental and demonstration contract has led to the following conclusions and recommendations:

A. A training and placement program for youth rejected for military service is feasible in most large metropolitan areas. Such a program is workable if there is adequate staff, if the staff is flexible in its approach and if adequate resources and finances are made available to them.

B. The degree of success of this kind of program and similar experimental and demonstration projects is positively correlated with the support and freedom of operation given to local agencies by parent state, regional and federal agencies. Our experience has been that the YOC which was given the most support--in terms of resources--has been able to develop the most effective program.

C. When replicative projects following the pattern of the armed forces volunteer program are put into effect a coordinating agency such as NCCY is needed or the funding agency should assign personnel to the coordinating function and this function alone. Otherwise, the programs may not be as closely related to each other as they need be and they may suffer from the lack of a centralized resource to call upon. It is our hope that as the Armed Forces volunteer program becomes ongoing, rather than experimental and demonstration, the Bureau of Employment Security will be able to provide the kind of full-time coordination team that the local YOCs and the states will need.

D. Cooperative training arrangements between federal and private agencies should be further encouraged and developed. We believe that the BES-NCCY arrangement has been profitable to both groups as it has freed BES from some of the tedium involved in planning for small groups within a large agency structure; has helped this agency to appreciate the possibilities of operating within a flexible structure such as NCCYs; and has helped NCCY to more fully understand the kind of bureaucracy that is inevitably associated with government.

E. Agencies awarding experimental and demonstration contracts to state and local government agencies should insure that they are truly experimental and demonstration by removing them from the restrictions and rigidity that are a part of the policy of such agencies. We feel that the experimental nature of this project has been hampered by such things as civil service requirements, personnel regulations and purchasing requirements which have prevented the purchase of needed equipment, the hiring of needed staff and, as a small example, the provision of bus fare for youths in the project.

APPENDIX

JOINT MEETING

Bureau of Employment Security
National Committee for Children and Youth
State and Regional Employment Service Representatives
from
St. Louis, Los Angeles, San Antonio
and
Washington, D. C.

September 21 and 22, 1966
Room 562
1726 M St., N.W.
Washington, D. C.

AGENDA

September 21, 1966

9:00-- 9:30	Introductions, Greetings, etc. William O. Nichols, Bureau of Employment Security
9:30--10:30	Review of Project Experiences in Washington and Baltimore Mrs. Rita S. Valeo, National Committee for Children and Youth
10:30--10:45	Coffee Break
10:45--12:00	Review of Provisions and Implications of Current Proposal Mr. Nichols and Mrs. Valeo
12:00-- 1:30	Lunch
1:30-- 3:00	Review of Current Situation in St. Louis, Los Angeles and San Antonio
3:00-- 3:15	Break
3:15-- 4:00	Developing Cooperative Working Relationships with the Military Services William Sykes and Mrs. Rita Valeo
4:00-- 5:30	Dinner
5:30-- 8:00	Coach Class Observation Washington Project Office 623 F Street, N.W. Rayford Myers--administrator

September 22, 1966

9:00-- 9:30	Discussion of Coach Class Observation
9:30--10:00	Review of Prior Staff Training and Overview of Training Schedule William G. Sykes, NCCY
10:00--10:15	Coffee Break
10:15--10:45	Job Development for Armed Forces Rejectees
10:45--11:15	Reporting and Administrative Requirements Mr. Nichols and Mrs. Valeo Remarks--Mrs. Isabella J. Jones executive director, NCCY
11:15--12:30	Next Steps in St. Louis, Los Angeles and San Antonio

SCHEDULE

Training Program for
Armed Forces Volunteer Project Staffs
629 F St., N. W.--Second Floor
Washington, D. C.

November 28--December 10, 1966

FIRST WEEK

MONDAY, November 28

9:30--10:00	Welcome, introductions, housekeeping
10:00--10:45	Background, development and philosophical basis of the project Mrs. Isabella J. Jones
10:45--11:00	Break
11:00--12:00	Summary of project experiences in Washington and Baltimore Mrs. Rita S. Valeo
12:00-- 1:00	Lunch
1:00-- 1:30	Outline of Training Plan William Sykes
1:30-- 3:00	Discussion of current situation in St. Louis and Los Angeles
3:00-- 4:00	Orientation--Bureau of Employment Security Office of Manpower Policy, Evaluation and Research

TUESDAY, November 29

9:00-- 9:30	Definition of the problem Identification of the target population
9:30--10:30	Pretesting Exposure to types of tests youth face. Testing of trainees knowledge of the target population, particularly as related to military enlistment.
10:30--10:45	Break
10:45--12:00	Review and evaluation of pretest material
12:00-- 1:00	Lunch
1:00-- 2:00	Military recruitment procedures and techniques Major John C. Hooper, U. S. Army (retired)
2:00-- 3:00	Project recruitment and screening. The intake process
3:00-- 3:15	Break
3:15-- 4:30	Visit to Youth Office, United States Employment Service

WEDNESDAY, November 30

9:00--12:30	Visits to Armed Forces Recruiting Stations
	Two groups--Mr. Straus and Mr. Myers
12:30-- 1:30	Lunch
1:30-- 2:30	Questions and discussions re: visits
2:30-- 2:45	Break
2:45-- 4:30	Brief Workshop "Characteristics of Disadvantaged Urban Youth"
	Harry Smith, senior supervisor Street Club Worker Program Baltimore, Maryland

THURSDAY, December 1

9:00-- 2:00	Visit to Armed Forces Examining Station at Fort Holabird, Maryland
	Tour of testing facilities. Review of enlistment requirements. Meetings with personnel.
2:00-- 2:45	Review of visit at Fort Holabird
2:45-- 3:00	Break
3:00-- 3:30	Deterrents and alternatives to military service
	Legal, academic, physical and motivational deterrents. Training, employment and education as alternatives.

FRIDAY, December 2

9:00--12:00	Review and discussion of case records
12:00-- 1:00	Lunch
1:00-- 4:30	Job Development Materials
	Counseling Materials Youth Aide Training Manual

SECOND WEEK

MONDAY, December 5

9:00--11:00	The Coach Class
	Resources, types, purposes, supportive services, training materials, problems, etc.

11:00--12:30	Adult Education and its relationship to the target population. William Rawlings supervisor of Adult Education Baltimore, Maryland
12:30-- 1:30	Lunch
1:30-- 2:30	Relationship between project and Selective Service Colonel Clemens Traber Selective Service
2:30-- 3:30	Meeting with staff of Project Challenge
3:30-- 4:30	Critique and Evaluation (Written)

TUESDAY and WEDNESDAY, December 6 and 7

On-the-Job Training
OJT Schedules will be issued

THURSDAY, December 8

9:00--10:00	Review of O.J.T. experiences
10:00--10:45	Post testing
10:45--11:00	Break
11:00--12:00	Critique and evaluation
12:00-- 1:00	Summary and identification of problem areas-- St. Louis and Los Angeles next steps

ALL TRAINEES EXCEPT SUPERVISORS AND COORDINATORS ARE FREE TO DEPART FOR THEIR HOME CITIES AFTER 1:00 P.M. ON THURSDAY, December 8, 1966

2:30-- 3:30	Planning meeting with supervisory personnel

FRIDAY, December 9

Supervisory Meeting
(For Project Supervisors and Coordinators)

9:00--10:30	Administrative and reporting procedures
10:30--11:30	Formulation of tentative timetables and schedules of consultative visits
11:30--12:30	Summary, review, miscellaneous

TRAINING SCHEDULE

Armed Forces Volunteer Project Staffs
August 8, 1966 to August 25, 1966
Room 613, Calvert Building
101 E. Fayette Street
Baltimore, Maryland 21202

August 8, 1966 (Master Counselors Only)

1:00 p.m.-- 1:15 p.m.	Housekeeping, administrative details, etc.
1:15-- 1:30	Greetings, etc.--NCCY & BES
1:30-- 2:00	Background, development and philosophical basis of the project Mrs. Isabella Jones
2:00-- 2:45	Summary of project experiences in Washington and Baltimore Mr. Sykes and Mrs. Valeo
2:45-- 3:00	Break
3:00-- 3:30	Outline of training plan Mr. Sykes
3:30-- 5:00	General current situation in Rochester and Chicago

August 9, 1966 (Master Counselors Only)

9:00--11:00	Current situations in Rochester and Chicago Separate Sessions Mrs. Valeo--Rochester Mr. Sykes--Chicago Areas of concern--Staff, Job Development, Counseling, Training, Followup, Community Resources
11:00--12:00	Discussion of mutual problems in the two cities
12:00-- 1:00	Lunch
1:00-- 3:00	Internal record keeping and reporting to BES and NCCY
3:00-- 3:15	Break
3:15-- 5:00	Analysis of current situation Identification of next steps in both cities

August 10, 1966 (All Trainees)

9:00-- 9:15	Welcome, introductions, etc.
9:15-- 9:30	Brief summary of project history
9:30--10:00	Definition of the problem Identification of the target population

10:00--10:15	Break
10:15--12:00	Pretesting Exposure to type of tests youth face. Testing of trainees knowledge of the target population, particularly as related to military enlistment.
12:00-- 1:00	Lunch
1:00-- 3:00	Discussion of pretest
3:00-- 3:15	Break
3:15-- 4:15	Recruitment and screening of youth Sergeant Major Charles Jensen
4:15-- 5:00	The intake interview; use of the intake form; development of a tentative plan Mr. Sykes

August 11, 1966

9:00--12:30	Visits to Armed Forces Recruiting Stations Two groups--Mr. Hooper and Mr. Wright
12:30-- 1:30	Lunch
1:30-- 3:00	Questions and discussion re: visits

August 12, 1966

9:00	Visit to Armed Forces Examining Station at Fort Holabird, Maryland Tour of testing facilities Review of enlistment requirements Meeting with personnel Visit, travel and lunch will probably consume most of the day.

August 15, 1966 (Meet at 629 F. St., Washington, D. C.--Second Floor)

9:00--11:00	The Coach Class Resource for; types of; purpose of; supportive sources for; related problems; summary
11:00--12:00	Col. Clemens Traber--Selective Service

12:00-- 5:00	Compensatory time
5:00-- 8:30	Preparation for, observation of and discussion of Coach Class

August 16, 1966

9:00--10:30	Review of visit to Fort Holabird
10:30--10:45	Break
10:45--12:00	Deterrents and alternatives to military service Legal, academic, physical and motivational deterrents Training, employment and educational alternatives Mr. Sykes
12:00-- 1:00	Lunch
1:00-- 3:00	Review of case records Each trainee will review several selected records to obtain a picture of the various directions work with a youth can take. Each will take notes and develop questions to be handled when these records are discussed.
3:15-- 3:30	Break
3:00-- 5:00	Discussion of material found in case records

August 17, 1966

9:00--10:30	Job development for coach class participants Mr. Straus
10:30--10:45	Break
10:45--12:00	Counseling program for coach class participants Mr. Myers or Mr. Wright
12:00-- 1:00	Lunch
1:00-- 3:00	Training Materials Discussion of; distribution of samples; means of development; flexibility of, etc. Mr. Myers, Mr. Wright, Mr. Hanson (if available)

3:00-- 3:15	Break
3:15-- 5:00	Discussion of OJT assignment

August 18, 19, 22, 23 and 24

ON-THE-JOB TRAINING

Master Counselors with NCCY Project Supervisor
Counselors with NCCY Senior Counselor
Counselor Trainees with NCCY Counselor

Trainees should follow same work schedule as NCCY staff member. During this period arrangements will be made to have some switching of assignments so that each trainee will get some idea of the responsibility of each staff member in the total personnel configuration. Some time will also be spent in the community visiting the homes of the youth to conduct followup interviews. During this five-day period each trainee should get a full picture of the ways in which the project is meant to serve members of the target population.

August 25, 1966

9:00--12:00	Review of OJT assignments
12:00-- 1:00	Lunch
1:00-- 3:00	Post-testing and discussion
3:00-- 3:15	Coffee
3:15-- 5:00	Identification of problem areas--Rochester and Chicago

August 26, 1966

9:00--10:15	Next steps--Rochester and Chicago
10:15--10:30	Break
10:30--12:00	Critique and evaluation

CRITIQUE AND EVALUATION OF
SECOND TRAINING PROGRAM

(Los Angeles and St. Louis)

December 6, 1966

The following is a summary of the evaluations prepared by participants in the NCCY training program for Armed Forces Volunteer Rejectee Project staffs.

1. PREPLANNING. It was the consensus that preplanning was adequate and that sufficient advance notice was received of the fact that the group would be coming to Washington and Baltimore for the training. In most instances at least three weeks prior notice was given. One staff member suggested that advance reading materials be sent prior to the training. This seemed an excellent suggestion which will be followed with subsequent training groups.

2. FUNDS. Most staff members felt that funds were adequate. One person cited the differences in state allowances for meals and another suggested that hotel bills might be paid in advance. The only response to this is that fiscal policy varies from state to state and NCCY has no control over practices in this area.

3. ACCOMMODATIONS. Hotel accommodations were rated from "satisfactory" or "comfortable" to "excellent." The Pick Motor Inn should, other things being equal, receive first consideration for future training groups. It was the consensus that the short walk from the hotels to the training site did not impose undue hardships on the staff.

4. SCHEDULING. There was unanimity in the feeling that the schedule was well organized, flexible and well executed. Several suggestions were made which merit consideration.

a. Schedule the on-the-job training earlier during the training period. The on-the-job training was scheduled for days when the coach classes met. It was felt that the second and third days of training would be too early for O.J.T. and, on this basis, there was no choice but to use the scheduled days.

b. Extend the training to three weeks. The last group of trainees felt that a three-week period was too long, particularly since it involved spending two weekends away from home. They also felt that two days was adequate for O.J.T., since they were all experienced counselors. For these reasons, this schedule took the form it did. Most staff members agreed that two weeks was optimum length for the training period.

5. CONTENT. It was the consensus that the content of the training program was appropriate and useful. No staff member suggested a major revamping of the training. Minority views included:

a. A session on group counseling techniques might have been added.

b. The visit to Fort Holabird might have been excluded since Major John Hooper was very knowledgeable about AFES operations as he had previously been the Main Station Recruiting Commander at Fort Holabird.

c. Less time might have been spent discussing the problems and characteristics of the "culturally disadvantaged."

d. Too much time was given to consideration of draft rejectees, Selective Service, etc.

6. CONDUCT OF TRAINING. Several staff members indicated that they appreciated the "free-flowing" approach to training; that is, the give and take between training personnel and participants. Several applauded the absence of lectures and the conscious effort to vary the program and avoid long periods of relative inactivity.

7. ATTITUDE OF NCCY STAFF. The comments made about the cooperative attitude and graciousness of the staff were appreciated. The objective was to make the experience a pleasant one while, at the same time, achieving the training goals.

8. OTHER COMMENTS. Several other observations which defy categorization seem worthy of inclusion in this report.

a. The seating arrangement in the training room was inadequate. An effort will be made to improve this for future sessions, within the limitations of the available space.

b. Nearly all of the trainees urged followup in the form of the constant sharing of information and training materials. Several suggested a followup conference to include as many staff members as possible from all participating cities--perhaps in the spring. The former will undoubtedly be done. The latter will be forwarded to the funding agency for consideration.

c. Several persons commented about the candor of the NCCY staff in citing problem areas as well as areas of success.

d. Difficulties in operating within the YOC framework were foreseen by some of the trainees.

e. The value of NCCY staff visits to the participating cities was indicated by some and the question of timing was raised in several instances. Such visits will be made and timing is a question that is difficult to resolve. The suggestion was made that the trainees let the NCCY office know when it would be most helpful for someone from the NCCY staff to visit each city.

f. All of the trainees agreed that the training materials which were circulated were excellent. NCCY is quite proud of them and thinks that the staff and the teachers have done an excellent job in putting them together. It was suggested the material be used carefully since it is expensive to reproduce. It is hoped that the trainees will make available to NCCY any materials that have been developed in their cities.

The NCCY staff appreciated the candid evaluations of the training program. It is hoped that the experience was a positive one and that the trainees will be able to translate these experiences into an effective service in their own communities. Every effort will be made to keep the lines of communication open and the trainees are urged to call upon NCCY if the project staff can be of service in any possible way.

"NCCY CHECKLIST"

☐ 1. Selection of Staff--This should be accomplished at least two weeks prior to training, and the individuals selected should have some idea of the staffing pattern of the project and their assignments within it.

a. Forward to NCCY names, addresses and resumes of individuals selected for training.

b. Distribute to the individuals selected the background and informational material obtained at the initial meeting so that staff will have opportunity to become familiar with background of the project before entering training. This will save time for trainees and training staff.

☐ 2. Job Development Services--Consider the assignment of an individual to do job development, employment counseling and placement on a full or part-time basis for the youth in the project. This person, in turn, could be given some inservice training by the master counselor or supervisor who has received the NCCY training, in order to acquaint him with the particular problems of the population to be served.

☐ 3. Initial Contacts with Recruiting Services--A preliminary meeting with the Commanding Officer of the Army Recruiting Service in your area is suggested. The Army is the branch of service from which most referrals are made. After this contact, the recruiting services of the other branches of the Armed Forces should be contacted. This will begin to lay the groundwork for cooperation between the recruiting services and the project. The Commanding Officer will in all probability put you in contact with the Area Supervisor in charge of recruiting through whom you will be able to arrange a meeting with the recruiters. Such a meeting, prior to the return of the trainees, is strongly suggested, as it will provide the first step necessary to initiate services to the youth. In addition to this, and if possible, some of the youth rejected could be interviewed at the recruiting stations and be made aware of the services which will soon be available. Some record of these youth, possibly through the use of the NCCY Intake Record Form could be kept and the youth could be contacted when the services are ongoing. This preliminary activity will indicate the rejection rate at a particular station and the days of the week when the demand for services is greatest.

☐ 4. Selection of Site--Having the special knowledge of conditions in your city, knowing the purposes of the project and keeping in mind the importance of proximity of services to the recruiting office, identify the place of highest percent of rejections. Investigate and select an advantageous place to locate the services. In most cities, there is one main "walk-in station"* or building which houses all of the branches of recruiting services. It is anticipated that this type of station would provide the largest source of referrals to the project.

*"Walk-in station"--This is a type of station which the youth enter from the streets. It is usually located in a downtown or central location in the city, and its location is generally known throughout the city. A "walk-in station" differs from other recruiting stations in that it has a high intake and does not engage in outreach activities in schools, clubs, etc.

☐ 5. Coordination of Services of Existing Community Agencies with the Project--It is suggested that contact be made with those agencies and services with which the staff would become involved in providing services to the youth. (i.e. local school system, Job Corps, Neighborhood Youth Corps, Selective Service Boards, Juvenile Courts, related local MDTA programs, Vocational Rehabilitation, medical, dental and optometric clinics, family service and voluntary health and welfare agencies, welfare departments, training programs, etc.) The purpose of these contacts would be to acquaint these agencies and services with the project that will soon be in existence and to enlist their aid in setting up effective referral and followup channels through which they and the project staff could provide the necessary services to the youth. This activity is essentially one of public relations which lays the groundwork for your staff once they return from training and begin to work.

☐ 6. Facilitate Financial Problems of Trainees--The ability to absorb training increases proportionately with the absence of financial problems. From experience, it is suggested that matters of transportation costs and hotel expenses be prepaid if possible through the use of vouchers or cash advances.

☐ 7. Maintain Contacts with Trainees Prior to and During Training--The individuals selected for training should be kept abreast of new developments. A memorandum or letter keeping them informed during the time of training will raise morale and develop a stronger sense of identity to the training and the work to be done when they return.

POTENTIAL RESOURCE AGENCIES IN THE COMMUNITY FOR ARMED FORCES REJECTEES

TYPE OF AGENCY	PURPOSE
Job Corps Recruiting Center	Job Corps Placements
Neighborhood Youth Corps Center	Neighborhood Youth Corps Placements
Welfare Department	General public assistance; protective services
Health Department	Health services to include dental care and glasses
Hospitals	Remedial health services
Mental health clinics or hospitals	Diagnostic or Treatment programs for selected youth
Travelers' Aid	Assistance for displaced youth
YMCA	Temporary housing
Literary Programs	Services to non-readers
Service Organizations	Specialized services (e.g. Lions' Clubs often provide eyeglasses)
Churches	Volunteers, space, community support, etc.
Fraternal groups	Volunteers, community support, etc.
Libraries	Space, bibliographies, training materials, films, books
Mass Media	Publicity
Vocational Rehabilitation	Special rehabilitative problems
Family Service and Counseling Agencies	Personal and family problems
Sectarian agencies and organizations	Specialized support for selected youth
Probation officials	Clarification of legal problems
Colleges and universities	Volunteers, graduate student placements
Recreation Department	Recreational and leadership development services

NCCY Training Office 7/26/66

ARMED FORCES FAMILIARIZATION PRETEST

1. The minimum age at which an individual can voluntarily enlist in any branch of the armed forces is:

   a. 16 b. 17 c. 18 d. 21

2. Standards for enlistment in the armed forces:

   a. remain constant except when a state of emergency has been declared
   b. fluctuate according to military manpower needs

3. Military entrance standards are:

   a. the same for draftees and enlistees (volunteers)
   b. higher for draftees
   c. higher for enlistees

4. Military entrance standards are:

   a. the same for school dropouts and high school graduates
   b. higher for dropouts
   c. higher for high school graduates

5. In terms of moral qualifications for military service entry:

   a. both juvenile and adult law violations are considered in determining eligibility
   b. Juvenile violations are considered, but not adult records
   c. adult records are considered, but not juvenile
   d. neither juvenile nor adult records serve as deterrents to service entry

6. Entrance tests for the army are generally considered to be on the achievement level of the

   a. fourth grade
   b. sixth grade
   c. eighth grade
   d. tenth grade

7. What percentage of youth fail to qualify for military service because of physical, mental or moral deficiencies?

   a. 20 to 30%
   b. 30 to 40%
   c. 40 to 50%
   d. fifty to 60%

8. What branch of service normally maintains the highest enlistment standards?

   a. Army
   b. Navy
   c. Marine Corps
   d. Air Force

9. Most youth who seek to enter military service indicate that their primary motivation is:

   a. travel
   b. a desire for a change in environment
   c. training
   d. patriotism

10. Of those youth who attempt to enlist in the armed forces and fail the written test

    a. 40 percent are unemployed and out of school
    b. 50 percent are unemployed and out of school
    c. 60 percent are unemployed and out of school
    d. 70 percent are unemployed and out of school

11. Write a brief paragraph describing the typical armed forces volunteer rejectee in your city as you visualize him.

12. Write a brief paragraph stating why it might be felt that these youth should not be helped to meet minimum military standards.

13. Write a brief paragraph stating why you feel that youth rejected because of poor academic achievement should be helped to meet minimum military service standards.

14. Youth may take the Armed Forces Qualifications Test as often as they desire.

a. True b. False

15. The Enlistment Screening Test may be taken every 30 days.

a. True b. False

16. Youth who fail to meet the standards of one branch of the armed forces are not permitted to enter another branch.

a. True b. False

17. Moral waivers for law violations may be granted by recruiters with the approval of local recruiting supervisors.

a. True b. False

18. Youth found to have physical deficiencies that can be corrected may take the physical again at a later date.

a. True b. False

19. Military tests usually include vocabulary, mathematics, tool recognition and non-verbal reasoning. School dropouts usually score highest in non-verbal reasoning.

a. True b. False

20. Youth who qualify for enlistment are always given their choice of career fields in which to receive training while draftees are always placed in the field in which there is greatest need.

a. True b. False

SOME DETERRENTS TO MILITARY SERVICE THAT MUST BE CONSIDERED WHEN COUNSELING AND PLANNING WITH VOLUNTEER REJECTEES

LAW VIOLATIONS

Chronic patterns of law violations almost always will result in disqualification for military service. One or two serious violations (such as aggravated assult or armed robbery) will also result in disqualification. Arrests and convictions for minor offenses (disorderly conduct, possession of alcoholic beverages) are often waived as are juvenile offenses provided there is not a pattern of repeated convictions or arrests. It is usually somewhat easier to obtain waivers for high school graduates, youth making high scores and when a youth has not been in conflict with the law for two years or more. Project personnel can assist in obtaining waivers by submitting recommendations, making contacts with court officials and by advising youth. Requirements for waivers tend to fluctuate and project personnel should keep abreast of current practices in each service branch.

PHYSICAL PROBLEMS

As many youth are rejected because of failure to pass the physical examination as are rejected for mental reasons. Certain of these physical problems are irreversible and, while the project staff should be concerned about these, major efforts should be directed toward defects which can be corrected. Many youth are, for example, rejected because of poor vision. When necessary the project staff should intervene and arrange for eye examinations and glasses. This may or may not result in improved functioning on the part of that individual. The program for physical rejectees offered through some local health departments may be a resource here as well as in other instances. Local optometrists or optometric associations may prove helpful. Public health clinics offer varied resources as do general hospitals.

Dental problems, skin conditions, tonsillitis and minor genital problems are other examples of physical deterrents that can result in disqualification if not corrected and for which community resources can usually be found. The ideal situation would be to provide a complete physical examination for each youth shortly after intake; however, this is difficult to arrange because of a lack of funds. It may be possible to accomplish this in some communities. It is clear that youth with obvious physical difficulties should be discouraged from setting military service as a goal for themselves unless the problem can be corrected.

ATTITUDINAL PROBLEMS

Some youth seek to enter military service for reasons that--from the beginning--almost certainly doom them to failure. They might, for example, wish to enter because they cannot accept any kind of authority figure--whether it be a parent, school official, police officer, etc. It is, then, unlikely that this kind of youth will be able to accept the authority that is such a necessary part of military life. The same is true of the individual who sees military service only as an opportunity for travel, chasing the girls, riding jeeps, etc. For these kinds of individuals, counseling must be an integral part of any planned program with them. Attitudes can be modified and this must be accomplished prior to their entering the military if the tour of duty for these youth is to be successful. These kinds of attitudes can--with some modification--be positive factors as the staff tries to help the youth attain his goal.

A CONCISE GUIDE TO COMMUNITY DEVELOPMENT FOR DEMONSTRATION PROJECTS STAFFS

PREFACE

Whenever a new service is introduced in a community or a different way of offering an existing service is tried, certain problem situations will develop. This is particularly true if the agency offering such services is not a local one and if the demand for such services has not emanated in any organized way from local sources. This suggests that when efforts are made to amend the pattern of services in a community, whether this be on a demonstration or a permanent basis, the first phase of such a program should focus on community orientation, organization and development. In this "phase-in" period, efforts should be made to gain the understanding and support of existing agencies offering similar services and of the target population as well. At the same time, the interest of agencies offering ancillary services should be cultivated and the support of the "general citizenry" developed.

On the basis of our experience as a national agency which recently conducted an experimental and demonstration project in Washington, D. C. and Baltimore, Maryland, we have prepared some basic guidelines for project development in local communities. This material may be useful to both local and national groups as they embark upon new programs designed to help more of our citizens realize their full potential as productive human beings. Since our experience has been with a demonstration project, this material will concern itself, primarily, with setting up and developing this kind of a program.

We are not laboring under the pretense that anything offered in this document is absolutely new. We have, however, tried to develop a simplified and concise statement of principles which may be universally applied. We fully recognize that differences exist in the pattern of services from locality to locality. We know that circumstances dictate different approaches in different areas. At the same time, it is apparent that certain conditions must exist if services are to be effective and if the true purpose of a demonstration program (the institutionalization of the workable, effective aspects of the program into ongoing community services) is to be realized.

THE IDEA

Once an idea for a demonstration project in human services has been conceived, it must be put to certain tests. It must first be determined whether or not the idea is demonstrable. Is it so abstract that it cannot be put to a realistic test? Can necessary controls be introduced without new, unusual or unnecessary risks to the target population? Is the nature of the proposed service such that it will be acceptable to those making use of it and those offering it? Does the idea conflict with the ideals or practices of any of our basic social institutions? If it does, is this a legitimate conflict which is in need of full or partial resolution? Will this idea, once put into practice, help people? If so, will it help those people for whom the service is intended?

A second test revolves around whether or not the idea is accepted as fact or whether it, indeed, raises legitimate unanswered questions. Has a similar demonstration been made before? How does the proposed demonstration differ? Are these differences significant? What circumstances in the proposed situation could alter the results? Does the proposal represent an accepted truism which need not be tested?

A third major test is concerned with practicality. Is the demonstration economically feasible? Is it realistic? Can the program or parts of it be institutionalized into existing community structure without radical departures from standard economic, social and political practices? What is its priority in the total picture of community needs? Can funds to implement the demonstration be procured?

When the above questions have been answered, they should be followed by a simple, two word query, "SO WHAT?" Does all of this really matter? Will it all lead to positive change? Is there any real and lasting value to what is being proposed?

If these questions can be handled satisfactorily, consideration can be given to the community or neighborhood or population on which the target will focus.

SELECTING A COMMUNITY OR NEIGHBORHOOD

This is a critical phase of the process and it demands thorough study and analysis of the needs of the community and a demonstration project can be "matched," certain interrelated problems must be considered. These include:

--What kinds of people, according to sex, age, income, race, education, health, etc., are needed for the demonstration? What kinds of people can this community provide?

--How many people in each of these categories will be needed in the demonstration? How many people in these categories live in this community? Of this latter number, how many can reasonably be expected to avail themselves of the proposed services?

--What are the geographic needs of the demonstration in terms of control and communication? Does the community under consideration fall within the limits of these basic geographic needs?

--Does the demonstration require that certain attitudes and beliefs prevail among its target population? Do the people of the community meet these requirements?

--How will present or potential staff members feel about this community as a demonstration site? How does it appear that the population of the community will relate to staff?

--What kinds of supportive services will the demonstration need in its operational community? What kinds of services exist in the community being considered?

--Have there been or are there other demonstration programs in the community? What were the experiences of these programs? Why? What kinds of feelings would residents and community leaders have about a new program? Would this matter? How can such attitudes, if necessary, be altered?

--What unique aspects should typify the community needed for the demonstration? What are the unique aspects of the community under consideration?

The answers to some of these questions can be obtained from a rather cursory examination of the community. Before a community is finally decided upon, however, an interest in and understanding and support of your program should be developed. If it is ascertained that this cannot be done within the natural limits (time, economics, available staff, other natural deterrents) of your program, serious thought should then be given to utilizing another area. If not, a disproportionate amount of what should be "service time" will have to be spent in developing community support. This is not to suggest that a completely positive atmosphere should exist when moving into a community. It is to say that unless there is real indication that support can be obtained within reasonable limits, the project will be faced with undue stress which will influence the effectiveness of services.

ASCERTAINING COMMUNITY NEEDS

It is obvious that the purpose of a demonstration is to, in effect, "try out" a service that is--or appears to be--needed. Many formal and informal sources can be utilized to determine the needs of a community. These include, not necessarily in order of their importance, the following:

--Health and Welfare Councils or similar organizations under a different name.

--Public agencies, including boards of education, health departments, urban renewal agencies, welfare departments, courts and police departments.

--Local comprehensive planning and/or service agencies which are being developed in more and more cities as coordinating agencies in the "War on Poverty." They are often jointly funded from public and private sources and often controls the kinds of services to be made available in a community. (This kind of agency is best typified by the Human Renewal Agency in Baltimore and the United Planning Organization in Washington.) These agencies have often amassed more detailed and comprehensive information about human services than could be found under any single roof in many cities.

--Community chest headquarters can often give information concerning gaps in services as a result of surveys they have taken in connection with their own activities.

--Private and sectarian agencies.

--Neighborhood associations.

--Ministerial organizations and other church groups.

--Service organizations.

--Persons working in the community such as the policemen on the beat, the operator of the corner grocery store, the street-club worker, the public assistance worker and the community center or settlement house worker.

--Finally, and most important, members of the target population and their families. They can give the best and most realistic picture of what their needs and wants are and how they can best be met. Planning without the actual involvement of this group can be an exercise in futility. Services are of no value unless they reach the group for whom they are being provided.

COORDINATING THE PROJECT PLAN

There has been, we feel, an unhealthy trend toward the development of programs by agencies without coordinating and sharing their plans with other service groups in the community. As a result of this, much duplication of services has come about and interagency friction has been maximized. Programs are often misunderstood and improper referrals are made as a result of this misunderstanding. This brings about a waste of staff time and creates more frustration for the person in need of help. To avoid this, we would propose the following:

--An interagency committee should be formulated to participate in broad-range project planning. This committee should consist of representatives of agencies directly affected by the service being offered. These committee members should also carry responsibility for developing effective liaison between the new service and the services offered by their own agencies. It must be emphasized that detailed planning would have to be done by the agency offering the service as it would be inappropriate for other agencies to become involved in this.

--Statements of purpose, referral criteria and referral procedure should be widely circulated.

--Project staff members should make themselves fully available to discuss the new service with any community groups wishing to have this information. The staff should actively seek opportunities to perform this function outside their own agency.

--Maximum use should be made of public and professional press services prior to the beginning date of the project as well as after it becomes operational.

--The new service should be "sold" as a supplementary program rather than as a program designed to compete with existing services. Minimize the negative aspects (such as ineffectiveness or inadequacy) of existing programs. Speak in terms of how the programs may complement each other. Agencies are well aware of their inability to meet all of the needs of a community and they resent being reminded of this--especially from persons outside the community. A general guideline in this area is to be ever cognizant of the fact that a positive approach almost always produces better results than does a negative overture.

USE OF THE ONGOING ADVISORY COMMITTEE

We feel that persons on the "inside" of a demonstration project may become so involved in what they are doing that they can lose their perspective of the total community. Our experience has shown that an advisory committee composed of agency representatives, interested citizens and, when appropriate, representatives of the target population, can be extremely helpful. Such a committee should meet regularly and should be kept informed of progress made, problem areas and future plans. The chairman should be a respected citizen with no vested interests in the service. The purposes of an advisory committee would include all or some of the following:

--To act as ambassadors to the larger community in terms of sharing their knowledge of the project with others in a formal and an informal way.

--To advise the project staff with reference to such things as new developments within the community which might influence the service, new services being made available by other groups, untapped resources which the staff may not have utilized, etc.

--To place pressure, as individuals and as a group, on existing agencies to create services which the demonstration has shown are not available, but are needed. (In our demonstration, two ultra-conservative, inflexible agencies came up with new, dynamic programs as a result of such pressure.)

==To serve as a sounding board for new ideas which the project staff may have. The reaction of committee members to these ideas can, to an extent, determine if they will be put into practice and, if so, what form they will take when they do become a part of the operation.

--To suggest ways in which the effectiveness of the service might be improved. This committee should be encouraged to make constructive criticisms of the program and should feel free to suggest changes in practice.

--Depending upon the kind of committee and the kind of demonstration, committee members may also make public appearances in behalf of the project, represent the project at conferences, participate in volunteer recruitment, etc. Many imaginative uses of this body can be developed. It must be remembered, however, that, in the final analysis, the committee itself decides what functions it can carry and how it can be of help. It is also important to remember that this kind of committee represents the community in miniature and, while you may not always agree with them, their actions and opinions must always be valued and respected.

ACTION WITH THE TARGET COMMUNITY AND ITS PEOPLE

The project staff should be thoroughly familiar with the community and with its people. It is not sufficient to know only those resources in the community which are directly related to your service. Know the leaders in all spheres of community life. Know the political structure, the social structure, the power structure. Know where the people go on Saturday night. Know who provides the bail when a resident is in trouble. Know the sub-groups within the prevailing culture. Know which policeman is hated and which is respected. Get to know the language of the community, but do not use it unless you feel perfectly comfortable with it. If you do, you will be quickly labeled as "phony."

Find out who the landlords are. Determine who gives the tenants fair deal and who does not. Find out the problems the people have with service agencies and let them help you to develop ways of coping with these problems as they may relate to your service. Learn about the bars, taverns, pool halls, pawn shops. Know the barbers the beauty shop operators. Community residents from all strata use these services and feel free to express themselves in this atmosphere. The entire pulse of a community can be more quickly determined by spending a few hours in one of these establishments on a Saturday morning than in any other way.

Finally, help the residents to know you. Be accessible and be yourself. Remember that you are not and cannot be of these people, but you can be with them. You are functioning in the role of a provider or an enabler, but you are also a student. You are seeking to learn how you can be of service to this population. If you knew, there would be no need for a demonstration. Don't present yourself as an authority or as an answer to the prayers of your target population. It may well be that you will answer no prayers and meet no needs. It is certain to be that way if you are not accepted. Don't spend a lot of time trying to understand the ways of the people. Do direct your efforts toward accepting the fact that they might do some things in a way that is different from your own. Acceptance can be easy; understanding is always difficult.

SUMMARY

We have tried to point out that community involvement is an integral part of any service program. Such a program must be accepted as being of value to the community and its people. Much time and effort, then, must be spent--before a project becomes operational--in developing community interest and stimulating community participation. This kind of community involvement must be ongoing for the length of the project and must be nurtured as being vital to the service. New techniques and methods of fostering this kind of agency-community relationship must be tried and channels of communication must remain open. We hope that this broad guide to the development of community support will be helpful to others as they begin experimental and demonstration projects throughout the country.

SUMMARIES OF CONSULTATIVE VISITS

ROCHESTER

The Training Coordinator visited Rochester between September 26 and 30, 1966 for the purpose of making thorough evaluation of the status of the project there and to make recommendations as to how certain problem areas might be effectively resolved. During this visit, effective contact was made with individuals and agencies directly and indirectly connected with the project. Included were conferences with staff from the following agencies:

1) Local and state offices of the New York State Employment Service, including the Youth Opportunity Center;
2) Manpower Training Center;
3) Urban League;
4) Human Relations Commission;
5) Baden Street Settlement House;
6) Action for a Better Community (ABC);
7) Neighborhood Center Number One;
8) Army, Navy, Air Force and Marine Recruiting Stations; and
9) Selective Service.

During the course of the visit, it was ascertained that the project had made an effective beginning and, while there are certainly problem areas, there seemed to be no insurmountable difficulties. Currently, the three staff members who came to Baltimore for training are assigned full time to the program and have done much of the background work which is so essential before a project can become fully operational.

The project became functional on September 12, 1966 utilizing temporary space in the County Office Building. The Project Supervisor had been able to persuade County officials to loan this space until permanent quarters could be found. Steps have been initiated to obtain space in the Federal Building where the military recruiters are located, however, final approval for this space has not yet been received.

Contact has been made with and approval of the project received from area commanders of the local recruitment program. Individual recruiters in all branches have been asked to cooperate with the project staff in identifying and making services available to rejectees. Despite this, recruitment has been ineffective and the number of referrals quite limited. The training coordinator recommended an aggressive outreach program by the project staff utilizing lists provided by the recruiters. This would provide a nucleus of youths with whom to begin program operations until such time as normal referral channels become smoothly coordinated and provide a sufficient number of rejectees.

Some contact has been made with the local agencies, however, it was felt that the program needed to be more adequately publicized. One difficulty involves the lack of a permanent address and the lack of telephone facilities in the temporary facilities now being utilized. Intra and interagency referral procedures had been generally outlined, but needed further clarification which could be enhanced by the development of specific instruments (i.e. referral forms) for this purpose.

There would appear to be sufficient job development and placement resources within the Employment Service structure to meet the needs of the target population. Rochester may be unique in this respect since it has an extremely low rate of unemployment and the demand for labor far exceeds the supply. There should be little difficulty in placing the youths in jobs.

The project staff will handle the coach classes initially. They will probably utilize the testing room in the main Employment Service Office. When the need for a coach class program is clearly demonstrated, an attempt will be made to have the Rochester Board of Education provide these services.

There is an excellent Manpower Training Center in Rochester. Referrals can be made through the Youth Opportunity Center, to which the rejectee project is also attached. Such referrals would be within one agency and should be accomplished expediently. Job Corps and Neighborhood Youth Corps referrals can be handled in the same way. Generally, then, there are no major deterrents to the success of the project in Rochester. The staff may have to be quite aggressive and ingenious in the area of recruitment until the project becomes established and there is some need to further clarify referral channels. There is also a need for further knowledge of the project among other youth-serving agencies and, concurrently, an effort on the part of the project staff to project a more dynamic image than the project currently enjoys.

CHICAGO

An evaluative and consultative visit was made to Chicago during the period between December 12 and 16. Conferences and meetings were held with regional, state, and local personnel. Most of the time was spent in the local offices with the operational staff of the project. National Committee for Children and Youth representatives were William Sykes, training coordinator and Barton Straus, assistant training coordinator. The following are some of the findings and conclusions of the NCCY team:

1) Personnel. Two of the staff members trained in Baltimore and Washington are no longer with the project. These two persons received promotions and are now Youth Opportunity Center managers. They could not remain with the project because there are no openings on the project staff commensurate with the ratings they hold in the Illinois Personnel System. The current staff includes a counselor II, acting as supervisor; two counselor I's; one clerk and a part-time coordinator. While this staff is adequate for the current flow of trainees, it is evident that as the number of referrals increases and the caseload builds up, the staff will have to be reinforced. For this reason, it was recommended that additional staff be trained by NCCY during the next training program in early 1967.

2) Physical facilities. The project is housed in the same building occupied by the Loop YOC. The staff is located in separate offices and can retain its identity. The offices are located in such a way as to be accessible to the youth without their having to go through any other part of the YOC.

The staff is utilizing borrowed furniture and equipment until their requisitions are processed through the State Purchasing System. The current equipment is satisfactory; however, it is desirable that they receive their own furniture as soon as possible, since there is always the threat that current items might be needed elsewhere.

An excellent coach class facility is available in the YOC. It is possible that two classes accommodating in excess of twenty persons each can be operated in the facility. Evening hours are also possible in this building. Physical facilities for the project are, therefore, generally acceptable.

3) Relationship with YOC. There are no obvious problems in this area. The staff has achieved a proper balance between autonomy and interdependence, allowing themselves an opportunity to use needed YOC resources while avoiding some of the bureaucratic entanglements of the YOC operation.

4) Intake. Intake has been slow due, in part, to a reluctance on the part of staff to "open" too many recruiting stations at one time in view of the fact that two staff members had left the project. It was our recommendation that other recruiting stations be opened immediately and that the increased "traffic" be used to help justify the need for additional personnel. The staff was taking immediate steps in this area when the visit was terminated.

5) Military relationships. Despite some early difficulties, problems in this area now appear to be minimal. Army and Navy recruiters are cooperating quite well. The Marine Corps and Air Force offices are just being "opened." The Marine Corps seems somewhat reluctant to cooperate fully; however, some beginnings have been made with them. Several suggestions were made by the NCCY team as to how these relationships might be solidified and the referral process "streamlined." Many of these suggestions were implemented during the course of the visit.

6) Coach classes. The Board of Education has agreed to fund a coach class program. A teacher will be provided and, if needed, classroom space. It is anticipated that the YOC space will be utilized, however, because of its location and the fact that the participating youth will be relating already to this location concerning other matters.

7) Leadership. It was the feeling of the team that this is an area which needs reinforcing. The part-time coordinator is handicapped by virtue of fact that he is only with the project on a part-time basis and has a number of other responsibilities. This staff member has an excellent grasp of the program and could give it the needed leadership, if he had the time available. Because of his part-time status, much of the day-to-day administration is left with a very competent counselor II who is handicapped by a lack of administrative authority. It is strongly recommended that a coordinator's position be approved for Chicago at the earliest possible time.

8) Resources. Chicago has very good MDTA, Job Corps and Neighborhood Youth Corps programs. These programs all have openings and immediate placements can be made. The referral procedure is simple and can be quickly expedited.

It appears that the project has a sound future in Chicago. The beginning has been difficult, but this was to be expected since this was a "first." Officials seem eager to cooperate and are willing to make any resources available to the staff that are possible under state regulations. Such regulations may impede progress in some areas; however, the staff is able to work within or around the structure in order to give the best possible service. It is the feeling of the Chicago staff and of NCCY that a two or three-day visit in late spring would be advisable.

LOS ANGELES

General

The Los Angeles Project was visited and observed during the period between February 6 and 10, 1967. Each phase of the program was carefully observed; meetings and conferences were held with staff members on all levels; cooperating agencies and services were visited; youth participating in the program were interviewed; physical facilities were visited; and actual training sessions were observed.

Areas of progress were identified and deterrents to effective functioning were analyzed and considered. An attempt was made to anticipate future developments in order that they might be planned for. Day-to-day operational questions were considered and tentative solutions arrived at on the basis of the experience of the program in other cities. The current status of the project is delineated in subsequent sections of this report.

Personnel

With one exception, all personnel who came to Washington and Baltimore for the two-week NCCY Training Program have remained with the program. This person is still of value to the project, however, since he has been promoted to counseling supervisor and is placed in one of the two Youth Opportunity Centers in which the project is located. Currently, the project coordinator, one (1) supervisor, one (1) administrative assistant, and two (2) counselors work out of the Central YOC at 1830 West Pico Boulevard. A supervisor, one (1) counselor and one (1) community worker are headquartered at the Florence YOC, 701 Florence Avenue. There is close coordination between the two groups and the separation serves to enhance rather than restrict the program. Joint staff meetings are held and the coach classes and group counseling are a combined effort.

Two new staff members have been added since the NCCY Training. One is the administrative assistant-counselor who will carry responsibility for reporting and some administrative matters, and who will also work directly with the youth in a counseling and job developing capacity. The second is the community worker who will assist the counselors and carry followup interviewing responsibilities. It is my feeling and that of the project coordinator in California that the NCCY training should be made available to these two staff members. This was brought to the attention of John Brown of BES in Washington in order that he might ascertain whether or not it will be possible to include these two staff members in the next training group.

The California staff is composed of very competent and dedicated personnel who clearly absorbed the NCCY training very well. The fact that they were able to get the program moving so quickly is evidence of this as is the effectiveness of the operation there. The staff works long hours without complaint and one truly feels the team spirit that pervades the entire service.

One personnel problem that should be remedied quickly is the fact that one of the counselors is still required to spend one day a week performing other duties. Since he is being paid out of OMPER funds, it was suggested that this kind of situation should not be allowed to continue. Early action is apparently forthcoming on this issue.

Equipment and Supplies

There has been some delay in obtaining supplies and equipment budgeted for the project. In view of this delay, the YOC managers have available to the project staff supplies and equipment they have at their disposal. The staff, then, has been able to function without undue hardship. It is felt that budgeted supplies and equipment will be available very shortly and the project will no longer need to "borrow" from the regular YOC operation.

The question of petty cash is unresolved. There is an acute need of this in Los Angeles because of the transportation problems peculiar to that city. This is apparently a budget item which was included in the recently approved appropriation for this quarter. It is hoped that these funds will filter down to the local project staff very quickly since staff members are being forced to use personal funds for this purpose in order to maintain continuity of services.

Physical Accommodations

Both YOC's in which the project is located are clean, pleasant physical facilities. Project staff members are grouped in a specific section of each YOC and this enables them to maintain a semblance of project identity. There is some overcrowding, but not so much as to be constricting. The facilities for the coach class and group counseling are most conducive to these kinds of activities. The available space is used well and with imagination. This is yet another example of the resourcefulness of the staff.

Coach Class

The coach class is taught by a teacher provided by the Division of Adult Education of the Los Angeles Board of Education. His services were secured by the project coordinator with a minimum of difficulty. The teacher is paid by the Board of Education and is extremely enthusiastic about the project. He is clearly very well prepared to do the job and has established excellent rapport with the youth and with the staff. It is my personal feeling that this teacher is better suited for this kind of experience than any of the teachers I have observed in any city, with the exception of the teacher in Baltimore who has been with the project for more than two years.

The coach class sessions I observed were well attended. The youth participated freely and seemed to be grasping the material very well. They were attentive, seemed relaxed and made good use of the time. They seemed clear about the intent of the program and felt that their participation was a good investment.

There was good cooperation between the counselors and the teacher. There is clear division of responsibility, with each ready to assist the other in any possible way. The counselors help to prepare the materials and assist the youth when requested to do so by the teacher. The teacher has supplemented NCCY materials with some of his own and has used private resources, in some cases, to have these materials reproduced.

Group Counseling

I was most impressed with the quality and variety of group counseling and the response of the youth to this phase of the program. Many different techniques have been utilized and they have all been successful. Films, recordings, outside guests and current events have been utilized along with the regular counselor conducted sessions. That evening I observed a Synanon representative who had been addicted to drugs for some thirteen years. He led an enlightened and animated discussion on this topic. These sessions, scheduled to run from 8:00 p.m. to 9:00 p.m. have lasted until 10:30 or 11:00 on occasion. Participation is voluntary, but nearly all of the youth in the coach class participate all three nights each week. There is some possibility that the California group will tape some future sessions and make them available to other project staffs.

Job Development and Placement

There has been no problem in this area. The regular YOC placement process is used. This is supplemented on occasion by extra efforts on the part of the counselors. They have been able to find employment for each youth who has had a need for a job.

Military Relationships

Each branch of the military service has fully accepted and supported the program. They are making referrals and many recruiters are giving their own time to project related activities. Several have participated in group counseling sessions and have made their testing facilities available. There has been no friction with military representatives on any level.

Local--Area--State--Regional Relations

Personnel at each echelon have cooperated fully with the project. It would appear that the project has the full support of all concerned and that every effort is being made to facilitate the project's functioning. It is sometimes difficult to get an answer to a specific question or to have specific action taken, but this is a problem that cannot be attributed to a single office, but is an outgrowth of "the system." I might add that I was received very cordially and found Californians to be extremely gracious and hospitable people.

Summary

The program is proceeding effectively and rapidly in Los Angeles. The staff is excellently prepared and well motivated. The project is fully supported by the California State Employment Service and is being rapidly accepted and understood in the community. Military relationships are good and excellent cooperation has come from the Board of Education. I believe that the two new staff members should be brought to Washington-Baltimore for the NCCY training; that the counselor now carrying other responsibilities on a part-time basis should be relieved of these duties; that supplies and equipment should be made available as soon as possible; and that petty cash funds for transportation and other emergencies should be made available promptly. In general, my summation would be that this program is in excellent condition and should become even better as experience is gained and as some of the small problems referred to above are ironed out.

ST. LOUIS

St. Louis was visited between March 20-23 for the purpose of ascertaining the current status of the program there and offering consultation in any required areas. The staff there is making considerable progress and the project will be fully operational on April 3 when the first coach class begins.

The St. Louis project is located on the fourth floor of the old Federal Building. This is an excellent location as some recruiting offices are in that building and others are nearby. The offices consist of a large classroom, an office for the supervisor and an office for the secretary and the two counselors. The offices are very well furnished and the floor plan is most amenable to the purposes of the project.

Liaison has been effected with all branches of the military and all services have been most cooperative. Referral procedure has been clarified and several thoughtful and effective forms have been devised to facilitate the referral process. Intake has progressed to the point where it is expected that approximately 25 youths will be enrolled in the first coach class while others will be channeled into other areas of their choice.

One counselor has, in cooperation with the YOC, been assuming primary responsibility for job counseling and placement. This seems to be very effective at this point. The second counselor has spent a good deal of his time in developing coach class materials, developing lesson plans, planning group counseling sessions and handling intake. The supervisor has assumed responsibility for administration, military liaison and inter and intraagency contacts. This division of responsibility appears to be quite workable and productive.

A meeting with area and St. Louis management personnel indicated that there was support for the program and that cooperation could be expected on these levels. These officials were not, however, very well informed about the project and felt that there was even more of a dearth of information on the state and regional levels. They strongly urged that a "program letter" be distributed from the national office as soon as possible and suggested that every effort be made to improve communications on all levels.

The supervisor recommended that a spring or early summer meeting of supervisors in all the local programs be called in order that they might compare notes and discuss problems and issues which might be clarified by either BES or NCCY. He felt this to be particularly important in view of the lack of communications between the various cities.

Another area of concern in St. Louis is the fact that pressure is being exerted by the state office on the area and local offices to fill all twelve personnel slots allocated for this program. It is becoming increasingly difficult to convince the state office that all personnel are not currently needed. A statement from national or regional to staffing indicating what the staffing plan is would be most helpful.

Generally, then, progress is being made in St. Louis and there is no evidence of any insurmountable problems. There is no question about the workability of the program in this city and the only current deterrents are of a minor administrative nature. The need for further consultation is not clear at this point and will be dependent upon further developments in this city.

SAN ANTONIO

Administration

The San Antonio project became fully functional one week following the return of the staff from training in Washington, D. C. The staff currently consists of four members, three of whom participated in the NCCY Training. The fourth staff member is a retired Army colonel whose extensive military background and easy manner of quickly establishing rapport with young men in the project adds to and complements the project and staff. The speed demonstrated in making the Volunteer Military Rejectee program fully operational exemplifies the excellent coordination and relationship of the program within the regional, state and Opportunity Center structure. Concerned individuals at all levels are aware of the program and its goals and seem to have given considerable attention to detail (space, equipment, forms, coordination within the Opportunity Center, public relations, etc) which is a necessary part of beginning VMR programs. The enthusiasm and dedication of the staff, however, remains the central driving force in the functioning of the program.

The project is located within the San Antonio Opportunity Center, and utilizes the facilities of that space for all phases of the program. Access to required equipment (projectors, recorders, etc.) is not a problem and duplication of training materials and acquisition of teaching aids (workbooks, tests, dictionaries, etc.) has been accomplished.

A good working relationship with all Armed Forces recruiting services, the eight local Selective Service boards, and the Armed Forces Entrance and Examining Station is in effect. The only major problem encountered during the consultative visit revolved around that section of regulations which prohibits young men from taking the Armed Forces Qualification Test within one year. The letters granting authority for retesting were obtained and the problem was solved prior to the conclusion of the consultation. Fortunately, the problem had not become critical as none of the youth enrolled with the project will qualify for retesting for another three to four weeks.

Coordination of other services to youth in the VMR program, including referrals to all training resources available within the Opportunity Center and San Antonio area, group remediation, and individual tutorial, has been effected. The staff is currently working to obtain a resource for physical examinations and correctional services.

Recruiting

There are no problems in this area. The staff is currently working with approximately 80 youths. It receives referrals from the main "walk-in" station, which is the only recruiting service available in the San Antonio metropolitan area. This station is a short distance from the Opportunity Center. The recruiters maintain a list of all youth referred, thus allowing the staff to attempt to involve these youths who were referred but did not come into the office for intake. Daily disposition Sheets are also available to the project. The staff attempts to reach these youths by letter and/or visit. As a result of public relations among the appropriate agencies in the city, as well as within all offices of the Texas Employment Commission, the project will undoubtedly soon begin to receive referrals from these sources.

Job Development, Placement and Employment Counseling and Followup

This function is carried out by all staff members, and no difficulties have been encountered in this area. For those youths in training, placement is made so as not to interfere with classes and individual remediation.

Training

The San Antonio project utilizes all forms of training developed by NCCY including coach classes in the evening, group and individual tutorial during the day for youths desirous of training but who are otherwise occupied in the evening, and individual remediation in connection with the coach class program.

The coach class meets two evenings a week for three hours each night. Instruction is the combined effort of the staff and volunteers obtained from the Literacy Council of San Antonio. NCCY instructional materials plus innovations are used. The class, for this first training period for the program, is divided into tracts based on the results of the Metropolitan Achievement Test. The coach classes were visited two nights in succession during the consultative visit, and the procedures used seem to work well for the San Antonio staff. As a basis for limited group discussion, films are used and recruiters come in to administer the EST when requested by the staff. This occurred during the visit.

The language problem of San Antonio which was anticipated as a problem for this project is not a problem. Where a youth is deficient in the English language, intensive individual attention has been made available by the staff utilizing volunteers for this function. At this point, few youths enrolled in the project are in need of this service.

At the present time there has been approximately an 80 percent attendance rate for youths referred to the coach classes. Over 30 youths have been referred. Each staff member participates in training the youths, specializing in one of the four disciplines. At the present time, efforts are being made to obtain paid instructors for the coach classes and positive results are expected shortly. The staff feels, however, that they will benefit from working directly with instruction for this first coach class.

Followup

Two staff members have assumed the responsibility for this function. It is not anticipated that community workers will be hired, but this has not presented a problem. Outreach attempts are made for purposes of recruitment, employment followup and maintenance of the coach class.

Summary

The San Antonio Volunteer Military Rejectee Project is well off the ground and fully functioning. No major difficulties have been encountered. The staff is dedicated and works diligently using an interdisciplinary approach to all phases of the program. Perhaps the late date of training for and immediate implementation of this project in San Antonio reflects the expertise in anticipation and solution of problems developed by the NCCY training staff during the past several months. The project speaks well for the Texas Employment Commission, the Bureau of Employment Security, and the NCCY Training Program.

SEP 16 1966

The Honorable Robert S. McNamara
Secretary of Defense
Washington, D. C. 20301

Dear Bob:

In your recent regulations concerning the retesting of applicants for enlistment from civilian life (C3. AR 601-210), there is, for Job Corps graduates, a special exemption from the one year bar.

As you may know, the Department has been conducting intensive educational programs for some men who fail enlistment examinations (through the National Council for Children and Youth) and we are planning to enlarge the program substantially. Indeed, many young men graduating from this program have already been retested, have passed and are now serving in the armed services with distinction. Often these young men have been permitted to retake the Armed Services Qualification Test after training whether or not a year had elapsed.

Under the new regulation, however, such an arrangement seems barred, much to the disadvantage of Department of Labor trainees. These young men are often anxious to serve; and the burden imposed by forcing a holding period of several months between course completion and service entry seems unnecessary. I would therefor like to request that the exemption from the one year retesting bar be extended to graduates of any federal program designed to enhance suitability for the Armed Forces.

Sincerely,

Signed--Bill

Secretary of Labor

MEPrice/tef - 9/14/66
REW:FRWErwin/cwh 9/15/66

SIGNED
MAILED

A TRUE COPY

ASSISTANT SECRETARY OF DEFENSE
Washington, D. C. 20301

SEAL

Manpower

Honorable W. Willard Wirtz
Secretary of Labor
Washington, D. C. 20301

Dear Mr. Wirtz:

This is in reply to your letter of September 16 regarding retesting of young men who have been given special education under a program sponsored by the National Council for Children and Youth.

The Department of Defense has been pleased to cooperate with the NCCY program which has been operating in the Washington-Baltimore area for the past two years. Under these arrangements, applicants for enlistment who fail the Enlistment Screening Test are retested after they have completed a course of education furnished by NCCY. Those who pass the EST are forwarded to an Armed Forces Examining and Entrance Station where they are tested with the Armed Forces Qualification Test. Plans have already been made with representatives of the Bureau of Employment Security to extend these cooperative arrangements to five additional areas as soon as the programs are initiated by the Bureau.

As you know, we fully support programs designed to assist young men in qualifying for military service. Accordingly, if your programs are to be expanded to provide for referral and training of young men who fail to pass the AFQT and a certificate of successful completion of such training is subsequently submitted to the Armed Forces Examining and Entrance Station officials, we shall be quite willing to waive the one-year limitation on retesting.

Sincerely

Thomas D. Morris

A TRUE COPY

DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY RECRUITING COMMAND
HAMPTON, VIRGINIA 23369

RCRO 11 October 1966

Mrs. Rita S. Valeo
Project Director
NCCY Training Program
629 F Street, N.W.
Second Floor
Washington, D. C. 20004

Dear Mrs. Valeo:

Per our phone conversation of 10 October I am inclosing a copy of our letter to the Districts with inclosures. I feel quite confident that we will benefit mutually from this program, especially in view of the large group of individuals presently classified 1A because of their lack of formal education.

As you open new offices we would appreciate that information in order to insure our Recruiting Main Station Commanders make prompt contact with your representatives. We appreciate both your assistance and material that you have provided, and I feel quite certain that these programs will be successful.

Sincerely yours,

JACK F. LAKE
LTC, GS
Chief, Rctg Opns

1 Incl
as

DEPARTMENT OF THE NAVY
HEADQUARTERS UNITED STATES MARINE CORPS
WASHINGTON, D. C. 20380

21 OCT 1966

Dear Mrs. Valeo:

Thank you for your letter of 3 October 1966 outlining the program of the National Committee for Children and Youth for working with young men who have failed enlistment screening tests. I quite agree that national expansion will present an interesting and demanding challenge.

The Marine Corps, through its Recruiting Service, will be happy to cooperate with members of your staff insofar as consistent with current Department of Defense regulations and policies. I can see no difficulty in honoring the specific requests listed in your letter. In this connection, I would recommend that your local representatives make appropriate arrangements with our nearest Recruiting Officer, for referral of individuals who fail screening tests. For your convenience, I have attached a list of Officers in Charge, Marine Corps Recruiting Stations at the pertinent locations. Information concerning participation in this project will be promulgated to them by this Headquarters.

Please be assured of my personal interest in your worthwhile program. I trust that it will encounter the same success in its new locations that it has enjoyed in the Washington-Baltimore area.

Sincerely,

WALLACE M. GREENE, JR.
General, U. S. Marine Corps
Commandant of the Marine Corps

Mrs. Rita S. Valeo
Project Director, Youth Services Project
National Committee for Children and Youth
1145 Nineteenth Street, N. W.
Washington, D. C. 20036

Major L. R. JOHNSON, OIC
U. S. Marine Corps Recruiting Station
U. S. Custom House, Room 7
Gay & Lombard
Baltimore, Maryland 21202

Major J. P. CONNORS, OIC
U. S. Marine Corps Recruiting Station
Federal Building, Room 405
121 Ellicott Street
Buffalo, New York 14203

LtCol M. V. PALATAS, OIC
U. S. Marine Corps Recruiting Station
526 S. Clark Street
Chicago, Illinois 60605

LtCol B. MAGRUDER, OIC
U. S. Marine Corps Recruiting Station
1031 S. Broadway
Los Angeles, California 90015

Major E. J. CRAMPTON, OIC
U. S. Marine Corps Recruiting Station
Old Federal Building, Room 100
208 N. Broadway
St. Louis, Missouri 63102

Capt. R. T. CARNEY, OIC
U. S. Marine Corps Recruiting Station
301 Broadway (Manion Building)
P. O. Box 1917
San Antonio, Texas 78206

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS UNITED STATES AIR FORCE
WASHINGTON, D.C.

DEPARTMENT OF DEFENSE
UNITED STATES OF AMERICA

8 DEC 1966

Mrs. Rita S. Valeo
National Committee for Children and Youth
1145 Nineteenth Street, N.W.
Washington, D. C. 20036

Dear Mrs. Valeo:

This is in response to your recent request of 4 November to Major Hiltz of the Air Force Recruiting Service for assistance in referring screening test failures to staff members of your project.

The Air Force uses an enlistment screening test at the discretion of the recruiter only when it appears the applicant cannot successfully pass the Airman Qualifying Examination (AQE). We would be pleased to refer those applicants who fail this test to your organization. Although not a screening test, the AQE is used by the Air Force to pretest the applicant to determine aptitudes and predict his future success in training. Only the applicant who achieves the minimum qualifying percentile score in the aptitude area for which he desires to enlist is sent to the Armed Forces Examining and Entrance Station for final processing. Many applicants found not qualified on the AQE later qualify for enlistment or induction into the other services. You may request information on the results of the AQE program from the appropriate detachment commander.

We are requesting the commanders of the detachments responsible for the five selected cities to cooperate in making your project a success. If representatives of your committee contact the appropriate commander (Attachment 1), he will provide an opportunity for you to explain your program to the recruiting personnel and furnish all available information.

Sincerely

VERNON L. CHANDLER, Lt Colonel, USAF
Chief, Enlistment Branch
Directorate of Personnel Resources and Distribution

1 Attachment
List of Commanders and Addresses
of Detachments

DETACHMENT	COMMANDER	ADDRESS
103	Maj Vincent J. Pacer, Jr.	Bldg 740, Hancock Field Syracuse, New York 13225 (Includes Rochester)
410	Maj Thomas D. Allen, Jr.	645 S. Main Avenue San Antonio, Texas 78204
501	Maj Robert L. Williams	536 S. Clark Street Chicago, Illinois 60605
609	Lt Col Robert R. Beaver	1031 S. Broadway Los Angeles, California 90015
706	Lt Col Clarence H. Suber, Jr.	12th and Spruce Streets St. Louis, Missouri 63102

DEPARTMENT OF DEFENSE · UNITED STATES OF AMERICA

DEPARTMENT OF THE NAVY
BUREAU OF NAVAL PERSONNEL
WASHINGTON, D.C. 20370

13 OCT 1966

Mrs. Rita S. Valeo
Project Director
National Committee for
Children and Youth
Associations Building
1145 19th Street, N.W.
Washington, D.C. 20036

Dear Mrs. Valeo:

In your letter of October 3, you discussed the Youth Services Project and requested the cooperation of the Navy in the cities of Rochester, Chicago, St. Louis, Los Angeles, and San Antonio by having recruiters refer young men who fail enlistment screening tests to staff members of your project.

The Navy Recruiting Service would be most happy to participate in such a worthwhile program. Therefore, in conjunction with this letter, instructions to applicable commanding officers of the recruiting stations in the cities listed have been forwarded. Such instructions cover the three points of assistance you requested.

I wish the Youth Services Project continued success.

Sincerely,

B. J. SEMMES, Jr.

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 3507TH USAF RECRUITING GROUP (ATC)
LOWRY AIR FORCE BASE, COLORADO 80230

DEPARTMENT OF DEFENSE

21 December 1966

Mrs. Rita S. Valeo
National Committee for Children and Youth
1145 Nineteenth Street, N. W.
Washington, D. C. 20036

Dear Mrs. Valeo:

I have received your letter of 14 December 1966, and you may be assured that members of this Organization will be pleased to cooperate with your project offices in those cities where we are mutually located.

The information you provided, together with the enclosures, has been forwarded to my Detachment Commander in St. Louis, and he has been requested to contact and cooperate fully with Mr. Straub.

For your information and for necessary follow-up correspondence, our St. Louis Detachment Commander's address is as follows:

Lt Col Clarence H. Suber, Jr.
USAF Recruiting Detachment 706
12th and Spruce Streets
St. Louis, Mo 63102

Please feel free to contact me for any further assistance which you may desire.

Sincerely,

JAMES A. WILLIAMS, Colonel, USAF
Commander

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 3501ST USAF RECRUITING GROUP (ATC)
STEWART AIR FORCE BASE, NEW YORK 12550

DEPARTMENT OF DEFENSE

3 JAN 1967

Mrs. Rita S. Valeo
National Committee for Children and Youth
1145 19th Street, NW
Washington, D. C.

Dear Mrs. Valeo

In response to your letter of 14 December 1966 I have requested Major Pacer, Commander of Detachment 103 of this Group, to give your project full cooperation. This Detachment is already in contact with your representative in the Rochester, New York, area and has been working with him on this project.

If I may be of further service, feel free to contact me.

Sincerely

JOHN V. DE MONT, Colonel, USAF
Commander

THE NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
TRAINING PROGRAM

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2. Power and Hand Tool-Book by Sears and Roebuck Company
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